

**USING COOPERATIVE WRITING AND VIDEOS TO IMPROVE
STUDENTS' WRITING SKILLS ON DESCRIPTIVE TEXTS OF CLASS
7C STUDENTS AT SMP IT ABU BAKAR YOGYAKARTA IN THE
ACADEMIC YEAR 2012/ 2013**

A Thesis

**Presented as Partial Fulfillment of the Requirement for the Attainment of
Sarjana Pendidikan Degree in English Language Education Department**



**By
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**ENGLISH EDUCATION DEPARMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2013**

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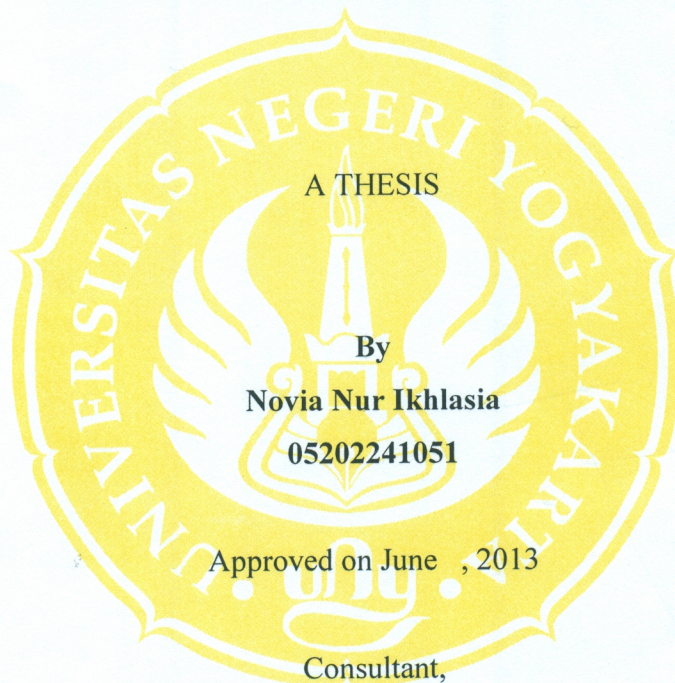


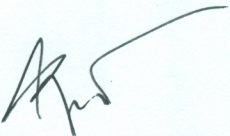
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APPROVAL SHEET

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YOGYAKARTA IN THE ACADEMIC YEAR 2012/ 2013**




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RATIFICATION


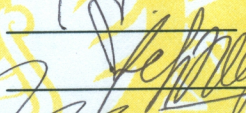


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A Thesis

By

Accepted by the board of Examiners of Language and Arts Faculty, State University of
Yogyakarta, on June , 2013 and declared to have fulfilled the attainment of the degree of *Sarjana*
Pendidikan in English Language Education

Board of Examiners

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ACADEMIC YEAR 2012/ 2013

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri, dan sepanjang pengetahuan saya tidak berisi materi yang telah dipublikasikan atau ditulis oleh orang lain, kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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Yogyakarta, Juni 2013

Penulis,



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DEDICATIONS

This thesis is fully dedicated to

my beloved mother and father, my brother and sister, my big family particularly my aunt (my father's older sister) and her family, my closest friend who married on September 15th 2013 and her family (parents and sister), and my friends.

MOTTOS

Don't be sad, Allah is always with you.

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5. My friends at Kartini, Tasniim, Asri Silver boarding house and DPH Masjid Al-Ikhlas Karangasem for cheering my life,
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Finally, no matter how small and imperfect it is, it is hoped that this thesis would have some contributions and be useful.

Yogyakarta, June 2013

Novia Nur Ikhlasia

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ABSTRACT

This study is an action research which aims at improving students' writing skills through cooperative writing and videos. After doing reconnaissance step, it can be seen that there were five problems of students' writing skills which dealt with language features, organization, vocabulary, mechanism and generating ideas of the content.

This research consisted of two cycles. It was conducted collaboratively with the English teacher. The subjects of this research were 30 students of class 7C in SMP IT Abu Bakar Yogyakarta. The data in this research were collected through observations, interviews, documentations and students' writing performances. The instruments used to collect the data were observation checklist, interview guidelines, and writing tasks. The data were in the form of field notes, interview transcript, photographs, and students' writing scores. The researcher used qualitative method and quantitative data.

The results of this research show that the use of cooperative writing technique in combination with videos was able to improve students' writing skills. Based on the qualitative data sources, the students got significant improvements in the aspect of language features, organization of the text, vocabulary and mechanism. Moreover, through cooperative writing activities, they were motivated in joining the writing teaching and learning process. Based on the quantitative data sources, students' writing scores increased. The mean scores improved.

CHAPTER I INTRODUCTION

A. Background of the Problem

The purpose of learning a language is to be able to communicate through the language. One of the goals of the language teaching and learning is to improve the learners to be active in communication in the written and spoken form. To accomplish the aim, the language teaching and learning should be focused on developing the learners' four language skills i.e. listening, speaking, reading and writing. In this research context, the language to learn is English. Hence, English teaching and learning should be focused on developing English language skills of the students.

The success of developing English language skills depends on the English teacher, the students, the materials, classroom management, the teaching techniques and method, and the facilities. However, those elements that influence English teaching and learning are not always as they are expected. It is as what happened in SMP IT Abu Bakar Yogyakarta. In that school, the English teacher of the seventh grade rarely teaches writing. The English teacher only focused on improving her students' reading and listening skills. She doesn't try to improve her students' writing skills. Therefore, her students have difficulties to reach a good result on their writing during their seventh grade and give effect on their writing skills in their higher grade. Their writing achievements are far from being satisfactory. They could not attain the basic competence of writing skills. It is shown through many errors they made related to spelling, punctuation,

grammatical errors, word choice, and cohesion while they are asked to make a writing assignment.

In addition, the students cannot recognize English spelling. For instance, when they are asked to write down some words, they cannot write the word with correct spelling. After that the teacher says loudly the spelling of the words but the students still cannot write down the words with correct spelling. In other words, because of the inability to recognize English spelling, when they are spelt some words one by one per word they still cannot write those words correctly. The spelling is difficult for the students because they never or almost never know or are not familiar with many words in English. In writing, their lack of spelling knowledge is shown clearly rather than in speaking. In their writing, they show many incorrect spelling and forms of words in accordance with gender and tenses. For example, when they mean to write 'men' which means the plural form of 'man', they write 'man' and instead of 'men'. When they are asked to match the pronouns as subject in a sentence and the auxiliary verbs or verbs they can answer correctly the concord between them but when they write they cannot recognize them easily. They often ask the teacher some words they do not know. In brief, they do not only lack of spelling knowledge but also lack of vocabularies. However, there are also some students who recognize as high level students. In the other words, there is another problem dealing with students i.e. heterogeneity students' level.

In the larger scope of text writing, there is problem related to coherence. The students cannot write a coherent paragraph. The students fail to distinguish

whether a sentence is the main idea of a text or a supporting detail in a paragraph. Even, instead of trying to do the writing assignment themselves, they chose to copy or cheat. The problems mentioned here raise a question about what kind of English teaching method and learning strategies the students have experienced. Also the problems raise a question about how effective the previous grades English teaching methods are and a question about how much the methods motivate the students to learn.

In relation to the teaching method, in SMP IT Abu Bakar Yogyakarta some English teachers do not use various methods. As it is stated earlier that the seventh grade English teacher rarely teaches writing skills, that is why the students only get benefits of listening and reading teaching and learning process. To gain information of how their seventh grade English teacher teaches them, the students were interviewed through an informal unstructured interview. The result of the interview is that the students tend to do only reading and listening assignments. Most students confessed that they like English but they have difficulties to understand many words presented on texts. Therefore they cannot grasp texts on a reading assignment or even write a paragraph with various forms of words. Consequently, they are still unable to write and read. The method itself must solve another problem of heterogeneous students' level and raise all students' confidence in doing their assignments.

In addition, concerning the seventh grade English, the English teacher is a textbook based teacher. The students feel there is nothing wrong with their teacher's teaching method. It is shown during the interview that they said they

understand what their English teacher explains in front of the class. However, they are still unable to achieve good results in writing. This problem causes other problems, i.e. students' motivation and boredom. The students said in the interview that they understand what their teacher teaches but they still have difficulties in learning English including difficulties in writing. The students who have difficulties in learning English do not have high motivation in learning it. The students, then, become easy to feel bored. The low motivation of some students and their boredom lead the occurrence of other problems, i.e. noisiness and unfocused learning. Their attention is distracted by other things. They prefer chatting with their friends to paying attention to the English lesson.

Another problem deals with facilities. The language laboratory has limited number of computers. A computer can be used by two or three students. Therefore the students do not catch the information very well. Consequently, they do not get the same information ration. Some students get good understanding whereassome other students do not get it. In addition, the classroom condition is not conducive to learn. Most of the classrooms are dirty and crowded. The students do not take responsibility to clean their classroom.

A teacher must find out how to make them be able to distinguish each kind of text from another, the teacher also must try to develop their writing skills, grammar and structure of the students. He or she must find out an interesting method or visual aid to teach writing, so he or she can make the students interested in writing class. In addition, videos, nowadays, are an interesting teaching medium which students are familiar with. They can download any videos

they want in the internet. They can search some music videos, manual user guide videos, recipes videos, body exercise videos and many other videos. Besides its familiarity with students' life, there are some benefits which students can gain. They can learn some things that cannot be learnt through pictures and other media such as gestures and facial expression in a conversation. They also can learn cultural awareness through videos. Because of videos' enjoyableness or pleasantness and the benefits which cannot be gotten by other media, they will be more motivated and more interested in learning English. The enjoyableness is a fact that is shown during SMP IT Abu Bakar Yogyakarta program to improve the students' English achievement named SES (Saturday English School) in which the researcher teaches in that program. Furthermore, the students are more motivated if the researcher teaches them through videos. Therefore, the writer believes that videos can be an effective medium to teach English. To raise the student' confidence in doing their assignment, to make the students to learn more deeply, and to bridge the heterogeneous of students' level, the researcher believes that focused-listing and cooperative writing technique will help them. Descriptive texts which need the ability to describe someone or something need a technique which is listing all words, phrases or sentences which describe the person and the thing. Whereas cooperative writing will make the students learn through their own friends who are in higher level and give them the opportunity to socialize and become more confident.

B. Identification of the Problems

Based on the observation in the SMP IT Abu Bakar Yogyakarta during SES and an informal interview conducted by the researcher, there are some problems related to the students.

The first problem deals with the students. The problem includes the students' motivation and boredom. The students who have difficulties in learning English do not have high motivation in learning it. The students, then, become easy to feel bored. This problem causes other problems that are noisy students and unfocused learning. Their attention will be distracted by other things. They prefer chatting with their friends to paying attention the English lesson. The difficulties themselves include lack of vocabularies and lack of knowledge to arrange random words into a good sentence then into a good paragraph. Their knowledge of parts of speech, content words, and function words lack. Their spelling is also quite bad. However, the students with higher level of English learning tend to be dominant in the learning activities. The dominance of the higher level students also give contribution to the low of motivation for some students. Those students with the low self esteem will be more unmotivated to learn English. Therefore their involvement and curiosity in English learning activities will not be improved. Some students also have mind set that English is not important because English won't be used by them in their daily life. Therefore they are not enthusiastic in learning English. Out of this mind set, the students who have low self-esteem also choose to ignore learning English more than what they learn in their English class. This situation is proved by their absences in SES.

The second problem deals with the teaching method. The teaching method is quite traditional. Based on two pre-research interviews and some confession of some students in SES class, some students feel sleepy while the English teacher is giving explanations. Instead of giving authentic materials and games, the English teaching is a textbook method. Therefore, the learning process is very hectic.

The third problem deals with the facilities. Many LCD projectors were lost. Therefore, when the teacher want to use LCD projectors as teaching media, the students do not catch the information very well. Consequently, some students get good understanding whereas some other students do not get it. In addition, most of the classrooms are dirty and crowded. The students do not take responsibility to clean their classroom especially the male students. This condition make the learning process uncomfortable. The trashes such as papers and plastics are the reason of dirtiness of their classroom.

C. Limitation of the Problems

Based on the identification of the problem above, the researcher will limit the problems in this research with the aim to attain the goal of the research. The writer will only focus on the use of videos as media and cooperative writing technique to improve students' writing skills at the seventh grade students of SMP IT Abu Bakar Yogyakarta in the academic year 2012/ 2013.

D. Formulation of the Problem

Based on the background and limitation of the problem, the problems will be formulated in this research as this following question:

How are videos and cooperative learning used to improve the writing skills of the seventh grade students of SMP IT Abu Bakar Yogyakarta?

E. Objectives of the Study

In relation to the formulation of the problems, this research is aimed at improving the students' writing skills at class VII SMP IT Abu Bakar Yogyakarta by using videos.

F. Significance of the Thesis

This research will be done to find out to what extent to which videos improve the students' writing ability in class VII of SMP IT Abu Bakar Yogyakarta. Hence, the result of the reserach is expected to be important in giving information to the people who are concerned with English taeching and learning, particularly for these groups as follows:

1. For English Department of Yogyakarta State University

The English department will benefit to add one more research relted to action research and video based writing teaching through this research.

2. For the teacher of English at a junior high school

The teacher will benefit to know the video based actitivites in his/ her English class through this research.

3. For the students who learn to write using a foreign language

The students will be more engaged because they will be more motivated in learning English through this research.

4. For future researchers

This research can be used as a brief explanation and an example for action researches and researches in the topic of videos as an audio-visual aid for teaching.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter acquaints theories which become foundations of this research. The discussion of this chapter is divided into two main parts, i.e. theoretical review and conceptual framework. In the theoretical review, the researcher discusses some theories and research studies which are relevant with the topic. In the conceptual framework, the researcher relates theories to the research.

A. Theoretical Review

This sub-chapter discusses some relevant theories which are related to the research. Those are theories of writing, theories of videotapes.

1. Theories of Writing

a. What is Writing

Harmer (2007) states,

“Teachers tend to talk about the way we use language in terms of four language skills- reading, writing, speaking, and listening. These are often divided into two types. Productive skills is the term for speaking and writing, skills where student actually have to produce language themselves.”

Based on the above statement, writing is defined as one of the language skills which is categorized as a productive skill. Writing is categorized as productive skill since writing is a skill which shows the students’ skill to produce language. As it is stated by Harmer that writing is a language skill, Williams et. al. (2005: 26) also states that writing as one of language skills. In addition, Williams et. al. (2005: 26) also states writing as one of language skills but also one of productive skills which involves communicating a message in the forms of letters and symbols. Communicating can be defined as sending certain information to others.

In conclusion, writing skills produce a written product which has some information.

Furthermore, Nation (2009: 113) states,

“It is also important to make sure that the uses of writing cover the range of uses that learners will perform in their daily lives. These can include filling forms, making lists, writing friendly letters and business letters, note-taking and academic writing. Each of these types of writing involves special ways of organizing and presenting the writing and this presentation also deserves attention.”

Based on the statement above, writing is a language skill which has to be considered in its teaching in order to make students able to perform language in their daily lives. The performance is in written form such as note-taking, academic writing, friendly letters and business letters. Each kind of written forms or products has particular style of organizing and presenting which the teacher has to consider.

As it is stated above that each writing product has certain style to be delivered and contains certain information, Brown (2007: 335) also states that written products are products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

Based on all explanations by Harmer, Brown, and Williams et. al. (2005: 26), in conclusion, writing is defined as a productive skill which is used to communicate a message to others by thinking, drafting, and revising the written product.

b. Macroskills of Writing

- 1.) Use the rhetorical forms and conventions of written discourse.
- 2.) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 3.) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4.) Distinguish between literal and implied meanings when writing.
- 5.) Correctly convey culturally specific references in the context of the written text.
- 6.) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

c. Microskills of Writing

Brown (2007) stated the microskills of writing. They are as follows:

- 1.) Produce graphemes and orthographic patterns of English.
- 2.) Produce writing at an efficient rate of speed to suit the purpose.
- 3.) Produce an acceptable core of words and use appropriate word order patterns.
- 4.) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- 5.) Express a particular meaning in different grammatical forms.
- 6.) Use cohesive devices in written discourse.
- 7.) Use the rhetorical forms and conventions of written discourse.
- 8.) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 9.) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10.) Distinguish between literal and implied meanings when writing.
- 11.) Correctly convey culturally specific references in the context of the written text.
- 12.) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

d. The Process of Writing

Harmer (2004) states that the process of writing has four main elements.

They are :

1.)Planning

This is the process when writers try and decide what it is they are going to say before they type or write. In this process, making detailed notes or a few jotted words is included. While planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include.

2.)Drafting

Draft is the first version of a piece of writing. This first version is often done on the assumption that it will be improved later. As the writing process progress beyond editing, a mber of drafts may be produced on the way to the final version.

3.)Editing (reflecting and revising)

After producing a draft writers usually read through what they have written to see where it works and where it doesn't. Maybe the order of the information is not clear. Perhaps the way something written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. The general meaning and overall structure are the issues tended to look at first before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are important. In addition, reflecting and revising process are often helped by other readers (or editors) who comment and make suggestions.

4.) Final version

After editing the draft, making necessary changes considered by writers is a process of producing their final version. The final version may look considerably different from both the original plan and the first draft, because things have changed in the editing process. However, the writer is now ready to send the written text to its intended audience.

Moreover, Harmer (2004) states that the process of writing is recursive. This means that writers plan, draft, and edit but then often re-plan, re-draft, and re-edit. Even when they start to what they think is their final draft they may change their mind and re-planning, drafting or editing. They may even start without to much plan, and then they get to the new first draft that is through a series of re-plannings, editings, and draftings gradually unites into a final version of the text. Here is the diagram that explains the recursive process of writing:



Figure 1. Writing Process

The process wheel above clearly shows many directions that writers can take, either travelling backwards and forwards around the rim or going up and down the wheel's spokes. Only when the last final version is presented the process reaches its culmination.

e. Genres of Written Language

Brown (2004: 230) mentions genres of written language. They are as follows.

- 1.) Academic writing
 - a.) papers and general subject reports
 - b.) essays, compositions
 - c.) academically focused journals
 - d.) short-answer test responses
 - e.) technical reports (e.g. lab reports)
 - f.) theses, dissertations
2. Job-related writing
 - a.) messages (e.g. phone messages)
 - b.) letters/emails
 - c.) memos (e.g. interoffice)
 - d.) reports (e.g. job evaluations, project reports)
 - e.) schedules, labels, signs
 - f.) advertisements, announcements
 - g.) manuals
3. Personal writing
 - a.) letters, emails, greeting cards, invitations
 - b.) messages, notes
 - c.) calendar entries, shopping lists, reminders
 - g.) financial documents (e.g. checks, tax forms, loan applications)
 - h.) forms, questionnaires, medical reports, immigration documents
 - i.) diaries, personal journals
 - j.) fiction (e.g. short stories, poetry)

f. Feedback

Feedback is defined as an important way of encouraging students to keep their goals in mind (Nation (2009: 115)). It means that it is an important way of encouraging students to keep their goals in mind. In other words, it is important to provide them with feedback about the effectiveness of their writing in order to make them able to carry on the idea of their writing. Feedback is widely seen as crucial for encouraging and consolidating learning and it is also regarded as an essential factor in the writing context. Hence, it is used as a way to respond to students' writing to help them to enhance their writing skills.

1.) Feedback on Written Work

There are some ways to give feedback as it is stated by Harmer (2007: 148). They are as follows.

a.) Responding

Responding to students' work can be considered as one of giving feedback on their writing. The response on the students' works can be used as a means of feedback which motivates them when it is done constructively. The feedback given can be seen as responding to students' work rather assessing or evaluating what they have done. It can further stabilize their confidence and motivation.

b.) Correcting

Some teachers use codes and then put these codes either in the body of the writing itself, or in a corresponding margin. This makes correction much neater, less threatening, and considerably more more helpful than random marks or comment. Frequently, the uses of symbols as indirect feedback on students' writing refer to students' errors, such as in word order, spelling, or verb tense. The symbols are presented in the following table:

Table 1. Table of Symbols of Written Feedback (Harmer's *the Practice of English Language Teaching* (2007: 149))

Symbols	Meaning	Example
S	Spelling	The answer is not <u>cl</u> aer.
W. O.	Word order error	I <u>like very much</u> apples.
G	Grammar error	I am going to buy some <u>furnitures</u> .
T	Wrong verb tense	I <u>have seen him</u> yesterday.
C	Concord order	People <u>is</u> angry.
	Something has been left out.	He told that he was sorry.

WW	Wrong word	I am interested <u>on</u> jazz music.
()	Something is not necessary.	He was not (too) strong enough.
?M	The meaning is not clear.	That is <u>a very excited photograph</u> .
P	Punctuation error	Do you like london.
F/ I	Too formal	<u>Hi</u> Mr Franklin, thank you for your letter.

c.) Involving Students

Feedback on written work does not only come from teachers. The teachers can also encourage students to give feedback to each other. It has positive effect on group cohesion. Muncie as it is quoted by Harmer (2007:150) states that students are much more likely to be provoked into thinking about what they are writing if the feedback comes from one of their peers. Thus, when responding to students' work in the drafting stage, peer feedback is potentially extremely valuable.

The three techniques above are required to give students reflection on the progress of their writings. Responding students' writing, as a positive attitude of studnets toward their works. It is done constructively to create students' motivation in which it can arouse their interest to keep improving their writing skills. The next is coding technique. It shows the students all errors they have done in order to correct their errors and then consequently they are able to make a better result on the next writing activity. The last one is involving students. This technique can be beneficial because it gives positive effects among their works. Students who accept feedback from peers tend t have a bigger chance to make self- correction. Therefore, the more the teacher encourage students to be involved

in giving feedback to each other or to evaluate their works, the better they are able to develop as successful writers.

2.) Source of Feedback

Feedback given to students' writings can be from teachers, classmates, themselves and other readers.

a.) Teacher Feedback

A teacher written feedback is regarded as the most practical and commonest form of response to students' writing. In the EFL writing class, teacher's feedback is often employed. As it is stated earlier that one of the teacher's role is to give comments and responses toward students' writing.

b.) Peer Feedback

This feedback also refers to peer response, peer editing and peer review. It is another type of feedback. It can force students to develop their thinking and help them enhance their skills in responding and commenting on others' works. Through peer review, students can get valuable opportunities to improve their reading and writing ability as they discuss some aspects such as writing contents, organizational patterns, grammatical structures and appropriate word choices.

c.) Self Feedback

Self-feedback encourages students to look critically and analytically at their writing and helps to improve their learning autonomy. It means that the students write marginal annotations about problems in their evolving compositions to which the teacher responds. Here, students are asked to make notes on their text with any uncertainties they have during the writing process.

Based on the explanation above, feedback of students' writing comes from different sources. It can be from the teachers, peers and the students themselves. Feedback given by teachers is common one because teachers have a role in commenting and responding to their works. The next feedback is peer feedback. Peer feedback can be conducted as an activity during lesson when students do the writing tasks collaboratively or after they finish their individual writing tasks. Whereas self-feedback is done to encourage students to be more autonomous in learning writing skills. The feedback either from teachers or students' peers or the students themselves can be useful to generate positive attitude of the students and help them improve their writing skills.

2. Teaching Writing

a. Strategies to Teach Writing

Strategy means planning in any field and plan can mean idea, proposal, plot, design, disposition, organization, blueprint, scheme, and ground plan (Encarta Dictionary 2009). Concerning about design or plan or strategy for writing teaching, Brown (2001: 358) proposed nine principles for designing writing techniques. This guideline conduct the writing teaching go on well. They are as follows.

1.) Incorporate practices of "good" writers

This guideline is about considering to conceive a technique that has a writing goal in it, contemplate the various things that efficient writers do. In doing this principle make sure the students do these practices in order to make them efficient writers. The practices are as follows.

- a.) Focus on a goal or main idea in writing.
- b.) Perceptively gauge their audience
- c.) Spend some time (but not too much) planning to write
- d.) Easily let their first ideas flow onto the paper
- e.) Follow a general organizational plan
- f.) Solicit and utilize feedback on their writing
- g.) Do not be wedded to certain surface structures
- h.) Revise their work willingly and efficiently
- i.) Patiently make as many revisions as needed

2.) Balance process and product

The second principle is about making sure that students are carefully led through appropriate stages in the process. This guideline includes careful attention to your own role as guide and as a responder. At the same time, not get so caught up in the stages leading up to the final product that the teacher lose sight of the ultimate attainment: a clear, articulate, well-organized, effective piece of writing is what this principle about. Make sure students see that everything in the writing process activities leading up to the final creation was worth effort.

3.) Account for cultural/ literary backgrounds

Make sure that the teacher's technique do not assume that the students know English rhetorical conventions. If there are some apparent contrasts between students' native traditions and those that the teacher is trying to teach, the teacher should try to help students to understand what it is exactly that they are accustomed to and then by degrees bring them to the use of acceptable English rhetorics.

4.) Connect reading and writing

This principle is about making sure that students carefully observing what is already written. Students learn by observing, or reading the written word. By

reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about the subject matter that may become the topic of their writing.

5.) Provide as much authentic writing as possible.

Whether the writing is real writing or for display, it can still be authentic in that the purposes for writing are clear for the students, the audience is specified overtly and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity. Publishing a class newsletter, writing letters to people outside the classroom, writing a script for a skit or dramatic presentation, writing a resume, writing advertisements- all those can be seen as authentic writing.

6.) The teacher should frame techniques in terms of prewriting, drafting and revising stages.

Process writing approach tends to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways. The numerous ways are as follows.

- a.) Reading (extensively) a passage
- b.) Skimming/ or scanning a passage
- c.) Conducting some outside research
- d.) Brainstorming
- e.) Listing (individually) or focused-listing technique

In teaching descriptive texts many textbooks use listing activities before asking students to write a text but the reference books in this kind of cooperative learning is not discussed specifically. It is actually called focused-listing technique. Morillo (2008) conducted a research about cooperative learning. One of the techniques used by her is focused-listing technique. Morillo states that

according to University of Tennessee, Chattanooga (2005), focused-listing can be used as a brainstorming technique to generate descriptions and definitions for concepts. Focused-listing asks the students to generate words to define or describe something. Once students have completed this activity, the teacher can use these lists to facilitate group and class discussion. An example stated by Morillo is when the teacher asks the students to list 5 – 7 words or phrases that describe or define what a motivated student does. From there, you might ask students to get together in small groups to discuss the lists, or to select the one that they can all agree on. This technique can be combined with a number of the other techniques and can have a powerful cooperative learning structure.

- f.) Clustering (begin with a key word, then add other words, using free association)
- g.) Discussing a topic or question
- h.) Instructor-initiated questions and probes
- i.) Freewriting

Several strategies and skills apply to the drafting/ revising process in writing:

- a.) Getting started (adapting the freewriting technique)
- b.) “Optimal” monitoring of one’s writing (without premature editing and diverted attention to wording, grammar etc)
- c.) Peer-reviewing for content (accepting/ using classmates’ comments)
- d.) Using the instructor’s feedback
- e.) Editing for grammatical errors
- f.) “Read aloud” technique (in small groups or pairs, students read their almost-final drafts to each other for a final check on errors, flow or ideas, etc)
- g.) Proof reading
- 7.) Strive to offer techniques that are as interactive as possible

The process-oriented approach to writing instruction is interactive as well as learner-centered writing. Writing techniques that focus on purposes other than compositions (such as letters, forms, memos, directions, short reports) are also

subject to the principles of interactive classrooms. Group collaboration, brainstorming, and critiquing are as easily and successfully a part of many writing-focused techniques. Writing is not always a solitary activity. Some of it is, to be sure, but a good deal of what makes a good writer can be most effectively learned within a community of learners.

8.) Sensitively apply methods of responding to and correcting students' writing.

Error correction in writing must be approached in a different manner. Because writing, unlike speaking, often includes an extensive planning stage, error treatment can begin in the drafting and revising stages, during which time it is more appropriate to consider errors among several features of the whole process of responding to student writing. As a student receives responses to written work, errors-just one of several possible things to respond to- are rarely changed outright by the instructor; rather, they are treated through self-correction, peer-correction, and instructor-initiated comments.

As the teacher responds to the students' writing, the teacher should remember that he or she is an ally, a guide, and a facilitator. After the final work is turned in, the teacher may indeed have to assume the position of judge and evaluator and the role consultant will be the most productive way to respond. Ideally, the teacher responses – or at least some of them – will be written and oral as you hold a conference, however short, with a student.

Some guidelines for responding to the first draft are needed. They are as follows.

- a.) Resist the temptation to treat minor (local) grammatical errors; however treat major (global) errors. The major errors can be indicated directly (e.g.: by underlining) or indirectly (e.g.: by a check next to the line in which an error occurs)
- b.) Generally resist the temptation to rewrite a student's sentences

- c.) Comment holistically, in terms of the clarity of the overall thesis and the general structural organization
 - d.) Comment on the introductory paragraph
 - e.) Comment on features that appear to be irrelevant to the topic
 - f.) Question clearly inadequate word choices and awkward expression within those paragraphs/ sentences that are relevant to the topic
- For later drafts, the teacher's responses can include all of the above except the point a.) may change its character. The changes are as follows.
- g.) Minor (local) grammatical and mechanical (spelling, punctuation) errors should be indicated, but not corrected for the student
 - h.) Comment on the specific clarity and strength of all main ideas, supporting ideas, and on argument and logic
 - i.) Comment on any further word choices and expressions that may not be 'awkward' but are not as clear or direct as they could be
 - j.) Check cohesive devices within and across paragraphs
 - k.) In academic papers, comment on documentation, citing sources, evidence and other support
 - l.) Comment on the adequacy and strength of the conclusion
- 9.) Clearly instruct students on the rhetorical, formal conventions of writing

The teacher should not assume that students will pick up the formal properties of each type of writing by absorption. Make the properties explicit. A reading approach to writing is very helpful.

b. Teacher's Tasks

Concerning the tasks of teachers in writing, Harmer (2004: 48) mentions that of before, during, and after students' writing. They are as follows.

1.) Demonstrating

Students need to be aware of writing conventions and genre constraints in specific types of writing, teachers have to be able to draw these features to their attention. Students are made aware of layout issues or the language used to perform certain written functions.

2.) Motivating and provoking

When students writers are lost of words, teachers can help by provoking the students into having ideas, enthusing them with the value of the task, and persuading them what fun it can be.

3.)Supporting

It is closely allied to the teacher's roles as motivator and provoker. Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available and prepared to help students overcome difficulties.

4.)Responding

There are two ways teachers react to students' written work. They are the category of responding and that of evaluating. It is responding when teachers react to the content and construction of a piece supportively and often make suggestions for its improvement. When teachers respond to a student's work at various draft stages, they will not be grading the work or judging it as a finished product. The teachers will, instead, be telling the students how well it is going so far.

5.)Evaluating

Teachers evaluate students' work in many occasions by telling both the students and the teachers themselves how well they have done. All of teachers should know what standard they have reached. While evaluating the students' writing for test purposes, the teachers use the test-marking not just to grade students but also as a learning opportunity. While the teachers hand back marked scripts they can get their students to look at the errors they have highlighted and try to put the

errors right rather than simply stuffing the corrected pieces of work into the back of their folders and never looking at them again.

c. Kinds of Writing Tasks

Brown (2001: 355) and (2004: 220) states the types of classroom writing performances. He states that there are five majors classroom writing performances. They are as follows:

1.)Imitative

This is a kind of classroom writing performance at the beginning leve of learning to write. In this kind of classroom writing performance, students simply imitate English letters, words, and possibly sentences so that they understand the conventions of the ortographic code. Some forms of dictation are classified in this category. Brown (2001: 355) states, dictations specifically include the following steps:

- a. Teacher reads a short paragraph once: or twice at normal speed.
- b. Teacher reads the paragraph in short phrase units of three or four words each, and each unit is followed by a pause.
- c. During the pause, students write exactly what they hear.
- d. Teacher then reads the whole paragn.ph once more at normal speed so Students can check their writing.
- e. Scoring of students' written work can utilize a number of rubrics for assigning points. Usually spelling and puncruation errors are not considered as severe as grammatical errors.

2.)Intensive

This kind of writing performance is used as a production mode for learning, reinforcing, or esting grammatical concepts. Specifically, it occurs in controlled, written grammar exercises. This kind of writing does not allow much creativity on the part of the writer.

A common form of this type is to present a paragraph to students in which they change the whole parts of a given structure. For instance, they may be asked to change all present tense verbs to past tense, in this case, they may also need to change other time references in the paragraph.

This kind also loosens the teacher's control but still offers a series of stimulators. For instance, when a story is viewed by playing a videotape then the students are asked to answer some questions related to the story.

Another form of this type is a dictogloss or a dicto-comp. In dicto-comp, a paragraph is read at normal speed, usually two or three times, then the teacher asks students to rewrite the paragraph to their best of memory of the reading.

3.) Self- writing

Another type of writing classroom performance is self- writing. This is writing with only the self in mind as an audience. Some examples included in this category are note- taking and diary or journal.

4.) Display writing

This category is a display of the students' writing works. Some examples are students' short answer exercises, essay examinations and research report. Whereas for ESL students, it is academically obligated to master a whole array of display writing technique.

5.) Real writing

The other kind of classroom writing performance is real writing. This kind aims at the real communication of messages to an audience in need of those messages. The two categories, i.e. real and display writing, are actually two ends

of a continuum, and in between the two extremes lies some combination of display and real writing. There are three subcategories illustrate how realiy can be injected in display writing. The subcategories are as the following:

a.) Vocational/ technical

For the students who study English for advancement in their occupation, varieties for real writing can be learnt. For instance, real letters can be written, eal directions for some operation or assembly might be given; and actual forms can be filled.

b.) Personal

Diaries, letters, post cards, notes, personal messages, and other informal writing can take place in any ESL class. However, the asks related o this caegory in ESL class may be not genuine, the genuine information exchange may happen.

c.) Academic

Brown (2001) states,

The Language Experience Approach gives groups of students opponunities to convey genuine information to each other. Content-based instruction encourages the exchange of useful information, and some of this learning uses the written word. Group problem solving tasks, especially those that relate to current issues and other personally relevant topics, may have a writing component in which information is genuinely sought and conveyed. Peer-editing work adds to what would otherwise be an audience of one (the instructor) and provides real writing opportunity. In ccnain ESP and EAP courses, students may exchance new information with each other and with the instructor.

Based on the statement above, we can say that in the language class, some approach, instruction, and tasks can exchange the information between the students.

c. Assessing Writing

According to Jacobs et al (1981) in Weigle (2009), a scoring system of writing consists of five components. They are content, organization, language use, vocabulary and mechanics. The following is the score guide in assessing students' writing used by the researcher.

Table 2. Table of Scoring Guide in Assessing Students' Writing (Jacob, 1981) in Weigle (2002)

Score	Level	Criteria
Content	30-27	Excellent to very good: <ul style="list-style-type: none"> • Knowledgeable • Substantive • Thorough development of thesis • Relevant to assigned topic
	26-22	Good to average: <ul style="list-style-type: none"> • Some knowledge of subject • Adequate range • Limited development of thesis • Mostly relevant to topic but lacks detail
	21-17	Fair to poor: <ul style="list-style-type: none"> • Limited knowledge of subject • Little substance • Inadequate development of topic
	16-13	Very poor: <ul style="list-style-type: none"> • Does not show knowledge of subject • Non-substantive • Not pertinent • not enough to evaluate
Organization	20-18	Excellent to very good: <ul style="list-style-type: none"> • fluent expressions • ideas clearly stated or supported • succinct • well-organized • logical sequencing • cohesive
	17-14	Good to average: <ul style="list-style-type: none"> • somewhat choppy

		<ul style="list-style-type: none"> loosely organized but main ideas stand out limited support logical but incomplete sequencing
	13-10	Fair to poor: <ul style="list-style-type: none"> non-fluent ideas confused or disconnected lacks logical sequencing and development
	9-7	Very poor: <ul style="list-style-type: none"> does not communicate no organization not enough to evaluate
Vocabulary	20-18	Excellent to very good: <ul style="list-style-type: none"> sophisticated range effective words/ idiom choice and usage word form mastery appropriate register
	17-14	Good to average: <ul style="list-style-type: none"> adequate range occasional errors of words/ idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: <ul style="list-style-type: none"> limited range frequent errors of words/ idiom form, choice, usage meaning confused or obscured
	9-7	Very poor: <ul style="list-style-type: none"> essentially translation little knowledge of English vocabulary, idioms, word form not enough to evaluate
Language Use	25-22	Excellent to very good: <ul style="list-style-type: none"> effective complex construction few error of agreement, tense, number, word order/ function, articles, pronouns, preposition
	21-18	Good to average: <ul style="list-style-type: none"> Effective but simple construction Minor problem in complex construction Several errors of agreement, tense, number, word order/ function, articles, pronouns, preposition but meaning seldom obscured
	17-11	Fair to poor: <ul style="list-style-type: none"> Major problems in simple/ complex construction Frequent error of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and/ or fragments, run- ons, deletions Meaning confused or obscured

	10-5	Very poor: <ul style="list-style-type: none"> • Virtually no mastery of sentence construction rules • Dominated by errors • Does not communicate • Not enough to evaluate
Mechanics	5	Excellent to very good: <ul style="list-style-type: none"> • Demonstrates mastery of conventions • Few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: <ul style="list-style-type: none"> • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: <ul style="list-style-type: none"> • Frequent errors of spelling, punctuation, capitalization, paragraphing • Poor hand writing • Meaning confused or obscured
	2	Very poor: <ul style="list-style-type: none"> • No mastery of conventions • Dominated by errors of spelling, punctuation, capitalization, paragraphing • Hand writing illegible • Not enough to evaluate

3. Teaching Writing to Junior High School

a. Aims of Teaching Writing to Junior High School in Indonesia

Brown (2000: 7) defines that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Teachers' understanding of how the learner learns will determine their philosophy of education, teaching style, approach, methods, and classroom techniques. In other words, when teachers teach writing to students, they do not only teach how to develop ideas in writing, but they also need a serious attention of how to write English texts grammatically and systematically. However, in the world modern communication, teaching writing is not only to develop students' ability to use

punctuation or correct grammar but also to help them to communicate real messages in an appropriate manner. As it is stated in the theory, in Indonesia teaching writing is also about how to make students of junior high school to be able to communicate appropriately through writing (KTSP Depdiknas 2006). In addition, teaching writing in junior high school is one of the important things because English is one of the compulsory subjects that has to be taught for students in junior high school level.

According to Harmer (2004), there are two kinds of writing in the classroom i.e. writing for learning and writing for writing. Moreover Harmer (2004) defines both of them. The ‘writing for learning’ role definition is that since students do not write to become better writers, they are writing to learn better. The ‘writing for learning’ role is where students write predominantly to extend their learning of the grammar and vocabulary of the language whereas the ‘writing for writing’ role is that since the objective is to help students to become better writers and to learn how to write in various genres using different registers. The teaching writing in junior high school is not only to help students to learn grammar and other language features but also help them to become better writers and learn how to write in various genres. In other words, based on Harmer’s classification of teaching writing, teaching writing in junior high school is a combination of both roles.

Concerning the content of KTSP SMP for grade VII in writing skills, here is the list of semester 2 Competency Standard and Basic Competency.

Table 3. Competency Standard and Basic Competency of Class 7 SMP

Standar Kompetensi	Kompetensi Dasar
<p>Menulis</p> <p>12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p> <p>Expressing the meaning of simple functional written texts and short essays in the form of descriptive and procedure to interact with the closest environment.</p>	<p>12.1. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>Expressing the meaning of very simple short functional written texts with written language varieties accurately, fluently, and communicatively to interact with the closest environment.</p> <p>12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p> <p>Expressing the meaning and rhetorical steps in very simple short essays with written language varieties accurately, fluently and communicatively to interact with the closest environment in the form of descriptive and procedure texts.</p>

b. the Junior High School Students' Characteristics

Life span development is the period from a baby that is still in the mother's womb until death. Teen is one of the phases. Teen phase has characteristics which differ from the earlier and latter phases. Another term of

teen is adolescence. The term is adopted from Latin “adolecere” which means developing into maturity. Adolescence describes the development of physical, intellectual, emotional and social of human beings.

Besides adolescence, another term to describe teen is puberty. Puberty derives from ‘pubes’ (Latin) which means sex hair i.e. the secondary sexual development indicator. In other words, puberty is used only to refer to teens’ biosexual development.

Concerning life span development, adolescence is a transition from childhood into adulthood. The characteristics is neither children’s characteristics nor adults’ characteristics. In other words, their characteristics are not children characteristics and their characteristics are not yet adult characteristics. In brief, the adolescence has specific characteristics which differ from the characteristics of the earlier periods and the latter periods. The characteristics are as follows.

- 1.) Adolescence is an important period because this period directly influence the teenagers’ attitude, physical development, psychological development and long-term effects. In this period, the physical and mental development go on fast. This fast development affects mental adaptation, educate attitude and value and introduce new interests.
- 2.) Adolescence is a transition period. It is a transition from childhood into adulthood. Therefore, teenagers have to leave every childish characteristic and learn new attitude and characteristics. In other words, in this phase, teenagers are not children anymore and either are adults.

- 3.) Adolescence is the period of change. In this period, teenagers experience physics and attitude changes. Teenagers who experience fast physics changes also experience fast attitude changes. Vice versa, teenagers who experience slow attitude changes also experience slow attitude changes. There are 4 aspects that change in this phase. They are physical, interest, emotion and attitude. Their emotion is not stable. Their interests, attitude and physics change from what they were. They also show ambivalent attitudes toward every change happened in their personality and body.
- 4.) Adolescence is a phase of identity searching. Teenagers want a unique identity. They are not satisfied to be the same as their friends as the earlier did. However some of them experience identity crisis. They want to show who they are and what their roles in their society are.
- 5.) Adolescence is a trouble phase. In childhood phase, teenagers take help from their parents and teachers. After they become teenagers, they refuse to the others' help. They want to be independent.
- 6.) Adolescence is a period of difficulties and anxiety. There is a stereotype which assume that teenagers are trouble makers. This stereotype influences the teenagers in viewing their own personality and attitudes toward themselves. Consequently, they have difficulties to transform into matures. The stereotype as trouble makers also cause disagreements between teenagers and adults.
- 7.) Adolescence is a phase when teenagers have unrealistic thought. Teenagers think everything or everyone as what they want not as what everything really

is or who everyone really is. Their dreams also must also be what they want.

The more they experience many new things, the more they socialize, the more rational thought they have. In other words, they will think themselves and other people in more realistic way if they undergo many new things.

- 8.) Adolescence is characterized as adults. Teenagers are not yet adults but they will behave or do the way which they think as the way adults behave and do. Some of them will wear clothes like adults' clothes, smoke cigarettes, do drugs or anything that will give impressions that they are adults.

Concerning the classification in adolescence period, Hurlock (1991) in Suardiman et. al. (2008: 124) states that the early adolescence starts from 13 years old until 16 years old. Then, the late adolescence is starts from 16 or 17 years old until 18 years old. The classification system is different in a country from other countries or according to an experts from other experts. In Indonesia, the adolescence is thought as mature people because when someone turn to be 17 years old, he or she can have a national ID card which means that he or she are legally mature after turn to be 17 years old.

Futhermore, Hurlock (1991) in Suardiman et. al. (2008) mentions Havighurst's 7 goals in teenagers' development. They are as follows.

- 1.) achieving new and more mature relationship with their boy and girl friends.
- 2.) achieving social roles as boys or girls
- 3.) accepting their own physical condition and using their body effectively
- 4.) hoping and achieving responsible social roles
- 5.) preparing economy career
- 6.) preparing a marriage and a family
- 7.) getting values and ethical system as a guideline to behave and developing their ideology

Concerning cognitive development, teenagers are able to do 7 things as follows.

- 1.) facility in the use of numbers
- 2.) language efficiency
- 3.) speed of perception
- 4.) facility in memorizing
- 5.) facility in comprehending relationship
- 6.) imagination

c. Tips to Teach Writing for Junior High School Students

Based on the characteristics of teenagers explained above, there are some suggestions mention in this sub point of this research theory. Roseboro (2010: 5) in discussing learners in general age states,

“...seek to reduce your students’ insecurities and strive to design lessons that build their confidence and develop their strengths. ...When auditory and visual learners see the work of their peers, they too are learning at a deeper level. All of this is to say that language arts learning is more than demonstrating competence in traditional linguistic modes of reading, writing, and speaking.”

Whereas in discussing middle school students or teenagers, Roseboro states,

“Perhaps the notion that most influences effective instruction for middle school students is that they tend to work well in groups, yet you must design such group lessons to maximize individual student learning. In the early weeks of the semester, you recognize the importance of using more teacher-directed instruction, demonstrating manners, modeling lessons, and giving students opportunities to develop a set of behaviors for successful group activities throughout the year.”

Based on what Roseboro states above, in other words, the teacher should design lessons as well as possible to make his/ her students confident to be involved and to improve their ability in learning generally and their skills of language specifically. Suggestions recommended by Roseboro are students’ groupworks and learning through auditory and visual media. The reason to engage the students

in group and to use auditory and visual media is because they will learn in the deeper level rather than only learning from demonstrating 4 language skills in traditional modes. Concerning middle school students, Roseboro mentions cooperative learning may be the most effective technique in teaching middle school students. Cooperative learning is used so that the students are able to work in group. The teacher of English and other languages in middle school should design group lessons to maximize individual student learning. In applying the groupwork based lesson, Roseboro emphasises the teacher-directed instruction in the early weeks of a school year to be used for the rest of the year.

Roseboro states again in two another paragraphs in her book “Teaching Middle School Language Arts” in discussing teenagers as learners,

“Young adolescents enjoy talking and often learn well from each other. As *Turning Points 2000: Educating Adolescents in the 21st Century* puts it, “Cooperative learning . . . can be a successful technique both to teach content and to raise self-esteem among all students particularly those whose native language is not English.” Adolescents are very sensitive to perception of their peers. “A Safe and Healthy School Environment” requires cooperative learning and project-based learning in order to enhance relationships among different social and ethnic groups. This is why it is good to structure frequent lessons that give the students permission to do what they love to do: to talk to one another. The key words here are structure and talk.

Based on Roseboro statement, in other words, teenagers likes to talk to their friends. Also what their friends think about them are important. Therefore, the lesson design should be a design that makes them interact with their friends. The design especially can enhance students from different races an social level. The design can be cooperative learning. Cooperative learning means that students work together with their friens in group. Besides being able to talk to their friends

while joining their lessons, working in group can rise their self-esteem and can teach them the content of the lesson.

In the next paragraph Roseboro states,

“Once the students begin working together, simply circulate among the groups, listening in, giving assistance as needed, and you begin to discover in an informal but intentional way what ideas they have grasped, what areas need further instruction, and whether or not the students are ready for more formal assessment to demonstrate individual readiness to move on to the next level of instruction. Tryon Edwards writes that to “thoroughly to teach another is the best way to learn for yourself.” As often as appropriate, include assessments where pairs and small groups of students can use the new technologies, even if they are more familiar to your students than to you. By teaching each other how to “do” language arts via newer as well as older media, students teach themselves and often the teacher as well. While students prepare together for group or student-led discussion, they are also reviewing the lessons in more depth than they might have if they were working solely on their own. Students are then able to participate in the necessary preconditions for quality: content, collaboration, and choice. When the researchers finally determine the educational value of “new” media, they might conclude that along with all of the other benefits for twenty-first-century literacies there is an age-old truth: collaborating on projects can produce mutual learning.”

In addition, Roseboro also states that the teacher can comprehend his or her students’ ideas, know in which areas his or her students need further instruction, and check whether or not his/ her students are ready for more formal assessment to make sure whether they are ready to move on the next level or not. Roseboro also emphasises Tyron Edwards thought which is stated that teaching another person thoroughly will teach yourself in the best way. The statement can be said as what the students teach and assess their friends will also make them learn. This way is especially for the students who are closer to their friends rather than to their teacher. The students, based on what Roseboro states, can also learn deeper if they are taught in student-lead discussion and by using media (older and newer media)

rather than if they work in the lesson individually. This way, in brief, teach the students the skills to participate in qualified content, collaboration and choice preparations needed by the students themselves. Roseboro also determines the value of up to date media and concludes that collaborating on projects can produce learning as what collaboration is believed are able in the past era.

Moreover, discussing writing teaching for middle school students, Davison and Dowson (2003: 153) state,

“Devise a scheme of work to develop writing in which you make use of the social dynamics of the classroom to place pupils in one or more of the roles of adviser or information source; co-writer; critical reader, consultant, editor or publisher; and audience.”

Davison and Dowson support what Roseboro states that in teaching language the teacher should design a technique which can propose social dynamics of the students generally and in this opinion context, Davison and Dowson narrow down the skill only in developing students' writing. Davison and Dowson also mention the roles of students while doing workgroups in the classroom explicitly. The roles are as co-writer, critical reader, consultant, editor or publisher and audience. Whereas Roseboro only states that the students' friends can be peer reviewers and partners in assignments' collaboration of the students.

Harmer (2007: 83) emphasizes three criteria which should be fulfilled by a teacher to motivate middle schools to learn. They are as follow.

- a. The lesson must be designed as engaging as possible and as good as possible to boost the students' self-esteem and meet their need for identity.

Middle school students can be good language learners if they are engaged in what they are doing without problems such as disruptive behaviour. Because they are in the phase of identity search and self-esteem need, adolescents have to feel that they get good judgement from their peers and their teacher and to feel that they are valued by their peers and teacher.

- b. The tasks given by the teacher must be tasks which the students are able to do.

Puchta and Scharz as quoted by Harmer state that the bridge used by a teacher to engage his/ her students is the material which contains the students' worlds of thought and experiences. The materials, then, has to be designed appropriate for the students' level with topics they can react to. In teaching and learning language, the students must be encouraged to respond to texts and situations with their own thoughts and experiences, rather than just by answering questions and doing abstract learning activities.

- c. Provoke middle school students intellectual activity by helping them to be aware of contrasting ideas and concepts which they can resolve for themselves.

Teaching middle school students are different from teaching children because middle school students are already able to discuss abstract issues. However the students still need the teacher's guidances.

In brief, concerning teaching middle school students based on the experts' explanation above, some suggestions which should be done by a teacher are as follows.

- a. Grouping students into teamworks, the students' grouping considers gender, race, culture, and nation

The teamworks will boost their self-esteem because they will feel that they work together with their peers which means that they will not feel any competitions in the lesson. While working together, they will also learn from their group friends. While learning and working together with their peers, the students socialize and develop their interpersonal communication skills. They will feel that their effort can be valued by their friends in the same group. Consequently, they will try their best to do assignments.

- b. Valuing every development and effort showed by the students' teamworks

Because the students need to feel to be valued and get good judgement from not only their peers but also their teacher, the teacher needs to value and appreciate what they struggle in doing assignments and joining any activities.

- c. Helping the students to develop problems solving skills and developing their thinking skills (This includes helping them to learn to be adults.)

In designing lessons, a teacher have to considers that adolescents are already able to discuss abstract issues and to be responsible. Middle school students are not children anymore who need guidance in everything from the teacher and yet not adults. The students who searches identity need their teacher's help in developing their characters and thinking skills. The developing of problem solving and thinking skills are needed when they turn to be adults because the development of their thinking and problem solving skills will help them to be independent in the future.

4. Descriptive Texts

a. Definition

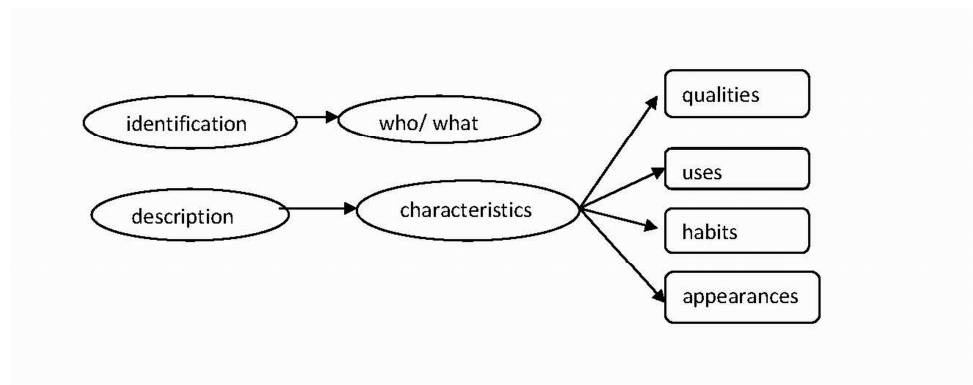
To describe a person or a thing, what to be written is a descriptive text. In other words, a decriptive text is a piece of text that is used to descibe people or things.

(Anderson and Anderson (2000))

b. Generic Structure

There are two parts in descriptive texts. They are introduction and description. Introduction part is the part which introduces the character. While description part is the part which describes the features of the character. The description part includes qualities, uses, habits and appearances (Ferguson et. al. (2004)). The generic structure of descriptive texts can be described as the following diagram.

Figure 2. Generic Structure of Descriptive Texts



c. Language Feature

1.) simple present tense

According to Woods et.al. (2010), simple present tense tells what is happening now. It is used to express idea that an action is repeated or usual. The action can

be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

2.) linking verbs

Woods et.al. (2010) also states that linking verbs are called *being verbs* because they express state of being- what is, will be or was. They are also called copula or copular verbs. They are verbs that join the subject of a sentence to a complement. (The complement means the part of a sentence that comes after the verb and is needed to make the sentence complete. The complement in this context is the part which the subject is completed to the verb.)

e.g.: be, look, feel, taste, smell, sound, seem, appear, get, become, grow, stay,

keep, turn, prove, go, remain, resemble, run, lie

3.) adjective

Woods et. al. (2010) states that adjectives describe a noun or pronoun.

e.g.: smart, beautiful, good-looking, easy-going

5. Teaching Writing to Junior High School through Videos

a. Videos

1.) What is Video

Videotapes are tape for recording pictures and sound: magnetic tape on which pictures and sound can be recorded (Encarta Dictionary 2009). Concerning videotapes use, according to Harmer (2007), the use of videotapes has been a common feature in language teaching for many years. It is rare, these days, for a publisher to produce a major coursebook without a video component added in, and teachers frequently enliven their classes with off-air material or tapes

produced for language learning. We can use a short video extract as one component in a longer lesson sequence, whether to illustrate the topic we are working on, to highlight language points, or to settle a class after a noisy activity. The use of videotapes can be for topic and language. By using a short two- or three-minute video extract into a lesson devoted to a particular topic can be introduced. If students are working on a reading text about genetically modified food and animals, for example, we might show a quick interview clip with a government minister, or a quick burst of a news bulletin about campaigners against genetic modification. Concerning language, when a class is working on an area of language, whether grammatical, functional, or lexical - or a mixture of all three - the lesson can be greatly enhanced by a video extract which shows that language in operation. Video extracts can be used to introduce new language, practise already known items, or analyse the language used in certain typical exchanges and genres.

2.) Kinds of Video

Harmer (2007: 299) mentions there are three types of video. The types are as the following:

a.) Off-air programme

This kind of video is a kind of video recorded from a television channel that should be engaging for the students and of sensible length. The teacher has to consider their comprehensibility too. Some off-air video is also very difficult for students to understand, especially where, particularly marked accent are used or where there is a high preponderance of slang or regional vernacular. The best

programmes and excerpts are ones which the teacher can use for a range of activities including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own creativity.

b.) Real-world video

The teacher and the students can use published videos materials such as feature films, exercise 'manuals', wildlife documentaries or comedy. The teacher's choice is based on how engaging and comprehensible the extract is likely to be, and whether it has multi use potential. The teacher has to consider the length of the extract too.

c.) Language learning video

This kind of video includes free-standing language learning videos or videos to accompany coursebooks produced by many publishers. Frequently, these videos have accompanying workbooks. The main advantage of specially made videos is that they have been designed with students at a particular level in mind. They are thus likely to be comprehensible, designed to appeal to students' topic interests, and multi-use since they can not only be used for language study, but also for a number of other activities as well. The teacher's choice is based on the quality of the production, the sophistication of the content, and the authenticity of the language and the situation which the students will accept and enjoy.

Whereas Berk (2009) mentions 10 types of videos. They are drama, action, romantic, comedy, documentary, TV programs, commercials, college music videos (mtvU), and faculty or students made videos.

3.) Videos Selection

Berk (2009) states three criteria that must be considered in selecting videos to teach. They are as follows.

1.) the students' characteristics

This set of criteria relate to salient socio-demographic characteristics, i.e. age or grade level. Gender ethnicity, and language-dominance. Instructions know their students and these characteristics are a must consideration in choosing the right video.

2.) the possible offensiveness of the video

This criteria concerns the possible offensiveness of the video according to the categories mentioned previously, plus content irrelevant to the reason for showing the video, such as put-downs or ridicule of females, racial and ethnic groups, professions (e.g. politicians, celebrities), mental or physical abuse of anyone, drugs use and other offensive content. Clear standards for "acceptable" content should be delineated. The video is being used to facilitate learning, not impede it. The teacher should make every effort to reject any material that is even borderline or potentially offensive. If the video choice is a difficult thing, the teacher should seek counsel from colleagues who would be sensitive to such issues. There are also exceptions to this offensiveness rule, such as when a very offensive content may be part of the information or message to be gained from watching the video. Students should be cautioned in those cases so they are emotionally prepared.

3.) the structure of the video

This criteria relate to the appropriateness for instructional use. There are 4 points that guides the teacher in assessing video. They are as follows.

a.) Length

As short as possible to make the point, edit unmercifully to a maximum of three minutes unless the learning outcome requires a lengthier extract is a point that should be considered in choosing videos.

b.) Context

Authentic everyday language can be used if the purpose of using the video or movie is to relate to language use learning.

c.) actions/ visual cues

action should relate directly to purpose, eliminate anything extraneous.

d.) number of characters

limit number to only those few needed to make the point, too many can be confusing or distracting.

b. Cooperative Writing Technique

1.) Brief Explanation on Differences between Collaborative Learning and Cooperative Learning

Barkley et. al. (2005) state a technique titled 'collaborative writing' under collaborative learning techniques category. However, it is practically a cooperative learning technique. As it is stated by Roberts (2005) that cooperative learning is often used interchangeably with collaborative learning but they actually are different from each other. Here is two diagrams that show differences between cooperative learning and collaborative learning (Roberts 2005)):

Figure 3. Collaborative Learning

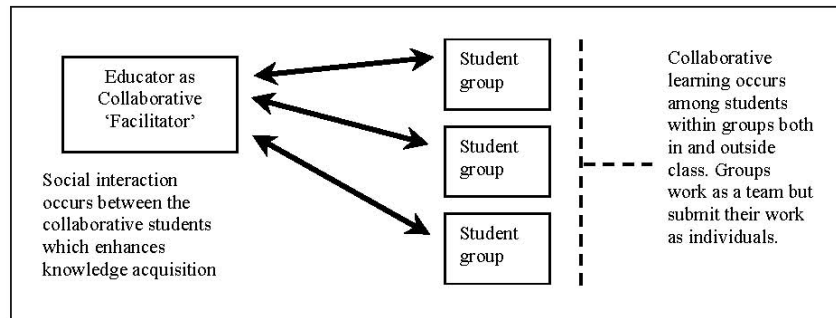
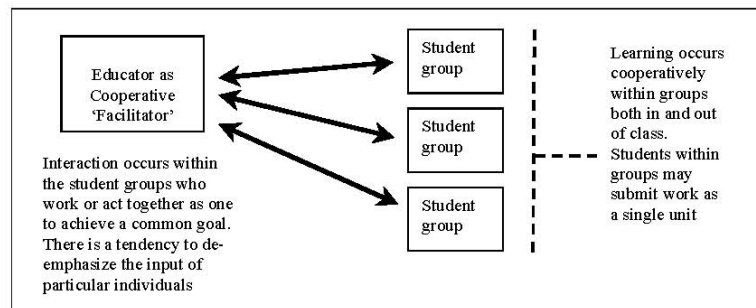
Figure 2: Collaborative Learning

Figure 4. Cooperative Learning

Figure 3: Cooperative learning

Based on the two diagrams above, the differences between collaborative and cooperative learning in the final product is that cooperative learning final work is submitted as one document whereas collaborative learning final work is submitted individually. In Barkley et. al., the final composition is submitted as one document which means collaborative writing that Barkley et. al. called is practically cooperative writing.

2.) Cooperative Writing

In the book of Barkley et. al. (2005), in collaborative learning (in this context collaborative learning in Barkley et. al. term) the students are grouped in pairs or triads to make a paper together. Every student participates in every writing step i.e. idea giving, collecting and organizing information, and designing, revising, and editing the writing. Working together will help the students themselves too learn and to do writing process in more effective way. Besides, the students usually will write better and have higher pride to their writing if they write to audiences, this collaborative learning technique (CoLT) gives the students such audiences. The last benefit using this CoLT is that the students can learn to be a co-author which co-authoring is now more needed for many professions. In other words, this CoLT will help the students' future career.

The preparation of this technique application is by dividing tasks into some parts and deciding contemporary deadline to help the students in doing writing process and learning every step of the writing process. Whereas the procedure of cooperative writing is as follows.

Table 4. Procedures of Cooperative Writing

No.	Step	Writing Process Category
1.	Make groups in pairs or triads then the students choose their themes by giving their ideas or by doing a prerequisite research first.	Planning
2.	The students state their ideas and make the points of their writing.	
3.	Spread the points to all group members so that each of them can make their own composition individually.	Drafting
4.	Then the group reads their own first composition, discusses the first composition by comparing/ contrasting their thought, content and significant different style.	
5.	The group collect their individual composition	

	into one document.	
6.	The group revises and edits their work result, examining the content and clarity including grammar, spelling and punctuation.	Editing
7.	After the final editing, the group collect their paper to the teacher to get assessment and evaluation.	

c. How to Teach Writing through Videos and Cooperative Writing Technique

Berk (2009) mentions 8 steps for using video in teaching. They are as follows.

- 1.) Pick a particular video clip (to provide the content or illustrate a concept or principle. If the teacher wants his or her students to view the entire movie, give them some assignment outside of class.)
- 2.) Prepare specific guidelines (for students or discussion questions so they have directions on what to see, hear and look for. What's the point of the clip? Make it clear to the students.
- 3.) Introduce the video briefly to reinforce purpose
- 4.) Play the clip
- 5.) Stop the clip at any scene to highlight a point or replay clip for a specific in-class exercise
- 6.) Set a time for reflection on what was scene
- 7.) Assign an active learning activity to interact on specific questions, issues, or concepts in clip
- 8.) Structure a discussion around those questions in small and/ or large group format.

In doing descriptive texts writing teaching, the teacher uses the same way as teaching writing in common. The topic chosen depends on the students' needs in their daily life which relate to descriptive texts. In learning descriptive texts, the students are expected to be able to express how to describe something or someone so that people whom the students communicate with understand what they are talking about. Through videos teaching and cooperative writing technique, the process of teaching will be conducted based on the wheel process of writing and activities based on the nature of focused-listing technique, cooperative writing technique and videos teaching procedure. The teaching process will be divided into two parts. The pre-writing part which uses videos teaching procedure based on Berk's procedure in teaching videos. Then before applying cooperative twriting technique procedures, focused-listing technique of University of Tenesse, Chattanooga is used. Whereas the writing process will be taught by applying cooperative writing based on Barkely et. al. procedures.

The steps proposed by Berk as it is stated in the earlier paragraph will be the pre-writing process learning technique and step 6 and 7 of Berk's steps will be done by applying focused-listing technique. Whereas cooperative writing technique technique will be used in writing process learning stages. The procedures of cooperative writing in this research will be as follows.

In the planning phase, the students will be grouped into triads rather than pairs because it will be more time-saving and since in the SES program in which the researcher taught categorized the students into 3 level i.e. low, medium, and high, this research will follow the SES categorization. In this phase the students

have to choose a theme. The themes proposed in the students' work are whatever suitable for descriptive texts because the curriculum of the students in this time expects the students' ability to make descriptive texts.

In the drafting phase, the students will work individually first based on the decided theme they choose in the planning phase. Then, they discuss their works together to compare and contrast the differences, similarities, errors and strength of their individual work content, their thought in their writing work and significant general writing style. Then, they reconstruct all of their works into one document.

In the editing phase, the students work together to revise their work, to check their content and clarity of their work including grammar, spelling, and punctuations. After finishing this step the students submit their work to the teacher to get assessment and evaluation.

d. PPP

PPP stands for presentation, practice, production. The procedure is the grew out teaching of audiolingualism whose difference from audiolingualism is to place the language in clear situational contexts. In this procedure the teacher introduces a situation which contextualizes the language to be taught. The language also is then presented. The students, after that, practice the language using accurate reproduction technique.

B. Review of Related Studies

Baratta and Jones (2009) stated in the Journal of educational Enquiry reported a research they conducted. Their research was titled 'Using film to

introduce and develop academic writing skills among UK undergraduate students'. They stated that film can be used as a pedagogic means to introduce academic writing skills, based on the premise that, since viewing film is already a common literacy practice for many students, its use can help to facilitate learning inside the writing classroom. As they (Baratta and Jones (2009))also stated that several researchers (Knobel and Lankshear (2003) ; Larson and Marsh (2005); Livingstone and Bovill (1999)) have noted that a great many visual activities take place in students' lives outside of the classroom, such as 'television, DVDs, computers, handheld computers, mobile phones and console games'. In addition, they also stated,

“Indeed, today's students are exposed to more visuals than ever before. Not least of these is the Internet, which can be used for a variety of inherently visual purposes: to watch clips on youtube, create facebook, contribute to blogs, as well as to conduct academic research. Many students are also proficient with text messaging which involves the use of visual icons (i.e. emoticons), and computer games which often feature realistic images. In response, The New London Group (1996) argues for a need within the classroom for increased awareness of such diversified literacy practices. They mention, for example, multimedia technologies used for communicative purposes, such as visual design in desktop publishing, and suggest that using a visual pedagogic approach within the classroom is an effective way to capture students' attention and in doing so, facilitate learning.”

Based on the research report, the researcher concludes that film can be made as visual media for teaching writing. Also the fact that nowadays many people including students of English engaged their daily life in multimedia strengthen film as a teaching media.

Another research related to videos as media to teach English was conducted by Pakiam and Tan (2007) as a research report in New Zealand Education Symposium that is published in Redesigning Pedagogy Conference in

NIE (National Institute of Education) Singapore (downloaded from <http://conference.nie.edu.sg/2007/paper/papers/LAN319.pdf> on 2nd March 2013 at 15.30). Their research title is *the Impact of Videos on Writing Skills in the Foundation Years*. Their research result shows that there is a significant improvement of students' sequencing ability in narrative texts and students' ability in developing relevant ideas, whereas researches in cooperative learning techniques were conducted by Morillo (2008), Sahin (2010), Ismail and Maasum (2008), Wang (2007), Stevens (2001), Dotson (2001), Shwalb and Shwalb (1995), Tok (2008), Ferrer (2008), Ling (2006), Davoudi and Mahinpo (2012), Eskay, Obiyo and Obidoa (2012), and Pattanaphicet and Sangpueng (2011). The result shows that cooperative learning reduces students' anxiety in doing their assignments, develops students' social skills and understanding of the lesson, and develops students' cultural understanding.

C. Conceptual Framework

The process that has to follow while writing is planning, drafting, editing, and final version. In doing this, writers sometimes go back to plan or to re-edit without planning and drafting their writing however they already have a final version. Therefore the process of writing is long and recursive. This recursiveness depends on the knowledge that is in the writers' mind. The knowledge here includes many language features that the writers need to attend. They are not only grammaticality but also diction. The diction that is used by the writers depends on their tone whether to make their writing formal or casual. Their tone depends on who their audiences are and what occasion their writing is for.

Concerning the knowledge of writers, the teaching and learning writing has an important role in improving students' writing skill. In the teaching writing, teachers have to find an effective way to do the improvement. Nevertheless, most teachers do teaching writing in a monotonous way. Therefore the goal cannot be reached. In addition, there are many problems while teaching and learning writing that have to face. Based on the pre investigation observation, the problems which are faced by the teacher of class VII in SMP IT Abu Bakar Yogyakarta in teaching writing are the teacher's rareness in using a language laboratory available in the school, the lackness of teaching media, the monotonous way of teaching, and the lackness of students' attention. Whereas in learning writing the students have some problems in doing writing. The problems are spelling, vocabularies, organization and grammar. Dealing with these students problems and the development of multimedia nowadays, videos can be an alternative medium in improving their writing skill.

Nowadays, videos are very familiar with the students in Yogyakarta and many other cities in Indonesia generally and with them in SMP IT Abu Bakar especially. During English lesson, the students show their interest videos. They also become more involved in the lesson if the teachers or tutors uses videos while teaching. The media is also beneficial for engaging the students with circumstances outside their classroom.

Teenagers as learners have their own characteristics which differ them from any other learners age category. Their characters include in the phase of finding who the student is, having ability to think abstract concepts which cannot

be done by them in the previous phase (children phase), in the phase when what their friends and teacher think about them is important for them, in the phase to learn to be independent and become adults. In order to give them the suitable technique to teach and make them learn effectively, cooperative writing is one technique which is appropriate for teenager learners. Cooperative learning is beneficial to make the students to learn the way of collaboration and have confidence in doing the lesson's assignments because they learn through their own friends. In other words, they learn not only the lesson material but also socializing with their friends.

CHAPTER III RESEARCH METHOD

This chapter acquaints the method of the research. Research methodology is what it is planned in doing a research. It is what will happen in a research. Sapsford (2006: 175) states that methodology is the philosophical stance or world view that underlies and informs a style of research. It encompasses, first, an epistemology- the rules of truth for warranting the validity of conclusions- and secondly, an ontology- establishing the 'objects' about which questions may validly be asked and conclusions may be drawn. Based on what Sapsford states above, this chapter includes type of the research, research setting and schedule, subjects of the research, instruments of the research, procedures of collecting data, and research procedures.

A. Type of the Research

This research is classified as action research based on the real condition in the classroom. Action research is collaborative in nature. Therefore the researcher collaborates with a colleague to conduct the research. This research is focused on the process of improving the teaching and learning of writing process which will be described qualitatively.

B. Research Setting Schedule

This research is performed in Class VII C of SMP IT Abu Bakar Yogyakarta. The whole process of this research is conducted based on the schedule of English teaching and learning process in class VII C.

C. Subjects of the Research

This research involved students of class VII C which consisted of 30 students in the academic year 2012/2013.

D. Instruments of the Research

The instruments of this research are presented below:

1. Students' Writing Tasks

It is used as media to get information about students' writing ability after cooperative writing and video given on students' writing whether there would be improvement of students' writing skill or not.

2. Field Note

The field note is aimed at noting the supporter data in this research. This note is also used to record the teaching and learning process related to the weaknesses and obstacles which are founded in the research. In addition, the researcher and the collaborator are able to see and take a note students' writing progress in the classroom.

3. Observation Checklist

It is used to check the application of cooperative writing in teaching and learning process. Observation checklist is described by putting a mark/ tick to statements of writing processes which has been done.

E. Data and Technique of Collecting Data

The data in this research consist of qualitative and quantitative data. The qualitative data are the description of the process during the action, observation checklists, and students' writing task. In collecting the data, the researcher use three techniques as discussed below.

1. Classroom observation

The researcher and some other observers observe the teaching and learning process in class VIII C and students' progress in writing.

2. Evaluating students writing

The researcher and the collaborator give two tasks in each cycle. The researcher and the collaborator evaluate students' writing from the tasks.

F. Technique of Data Analysis

The data are obtained from the actions conducted in the field. Firstly, the researcher look up the findings as genuine data such as field notes and students' writing. She then analyzes the data and the result of the research. Additionally, the students and the collaborator are given chance to deliver their own opinions and comments about the implication of the action research to avoid subjectivity in analyzing the data and get trustworthiness.

G. Validity and Reliability of the Data

The validity of action research represents the credibility and trustworthiness. Anderson et. al. (1994) in Burns (1999) states that there are five kinds of validity in action research. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogical validity. This research fulfill two kinds of validity stated by Anderson et. al. (1994) in Burns (1999), i.e. the democratic and process validity.

1. Democratic validity

This validity has something to do with the involved subjects' chances to give their opinion, idea, and comment about the implication of the action research. In order

to get democratic validity, the researcher conducts interview with the students to find out their ideas, comments and opinions about the actions which had been done.

2. Process validity

Process validity means that the actions can be trusted. To get this validity, the researcher collected the data by doing observation and note during the research. In this research, the process is done in two cycles and each cycle consisted of planning, actions, and observation, and reflection steps. The process involved some different data sources and is followed by some evidence that showed the believable process.

3. Dialogic Validity

Dialogic validity means that stakeholders who involve can take part in the process of the research. This research involves the researcher's colleague as the collaborator who could observe the research process.

4. Outcome Validity

Outcome validity is related to the actions during the research. The research can be success if it is within the context of the research. In this research, the processes are related to the improvement of students' writing skills through the use of cooperative writing technique.

In addition, this research uses triangulation to check the reliability of the data. If the data gathered from different method is the same, then the data tend to be valid. In this research, the researcher will use investigator triangulation by involving more than one observer during the process.

H. Procedures of the Research

This research procedures involve 4 phases including planning, action, observation, and reflection as proposed by Kemmis and McTaggart (1988) in Burns (2010: 7-8). The explanation of each phase is as follows. However before the 4 phases were done, the researcher administered a test for the students. The test was done on April 29th, 2013.

1. Planning

In this phase the researcher identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. The researcher found there are some problems in teaching writing in SMP IT Abu Bakar. The problems include content, organization, vocabulary, language use, and mechanics. Burns (2010) emphasizes this phase that this is a forward-looking phase where you consider: i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible. Based on Burns' emphasis, the researcher argues that her research will be about writing and the improvements that the researcher will take is how to improve the students' ability to write in grammatically correct way. The action plans are maximising the use of classroom English and using videos and cooperative writing techniques which still use the school's syllabus.

2. Action

The researcher will conduct the action into two cycles. Each cycle will be done in three meetings. It is a critically informed phase as the researcher questions

her assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

This phase is during the action i.e. observing systematically the effects of the action and documenting the context, actions and opinions of those involved in this research. This is a data collection phase where the researcher records, takes photographs and uses field notes.

4. Reflection

In this phase, the researcher reflects on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue that the researcher will explore more clearly. Also the researcher may decide to do further cycles of action research to improve the situation.

I. Scoring Scheme for Writing

To give the score of the students' writing, the researcher and the collaborator use the ESLcomposition profile proposed by Jacobs et. al. (1981) in Weigle (2009). The composition is used as a guide to make writing scoring scheme which appropriate to be applied to score students' writing. According to Jacobs et al (1981) in Weigle (2009), a scoring system of writing consists of five components. They are content, organization, language use, vocabulary and mechanics. The following is the score guide in assessing students' writing used by the researcher.

Table 5 Scoring Guide in Assessing Students' Writing (Jacob, 1981)

Score	Level	Criteria
Content	30-27	Excellent to very good: <ul style="list-style-type: none"> • Knowledgeable • Substantive • Thorough development of thesis • Relevant to assigned topic
	26-22	Good to average: <ul style="list-style-type: none"> • Some knowledge of subject • Adequate range • Limited development of thesis • Mostly relevant to topic but lacks detail
	21-17	Fair to poor: <ul style="list-style-type: none"> • Limited knowledge of subject • Little substance • Inadequate development of topic
	16-13	Very poor: <ul style="list-style-type: none"> • Does not show knowledge of subject • Non-substantive • Not pertinent • not enough to evaluate
Organization	20-18	Excellent to very good: <ul style="list-style-type: none"> • fluent expressions • ideas clearly stated or supported • succinct • well-organized • logical sequencing • cohesive
	17-14	Good to average: <ul style="list-style-type: none"> • somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	13-10	Fair to poor: <ul style="list-style-type: none"> • non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	9-7	Very poor: <ul style="list-style-type: none"> • does not communicate • no organization • ot enough to evaluate
Vocabulary	20-18	Excellent to very good:

		<ul style="list-style-type: none"> • sophisticated range • effective words/ idiom choice and usage • word form mastery • appropriate register
	17-14	Good to average: <ul style="list-style-type: none"> • adequate range • occasional errors of words/ idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: <ul style="list-style-type: none"> • limited range • frequent errors of words/ idiom form, choice, usage • meaning confused or obscured
	9-7	Very poor: <ul style="list-style-type: none"> • essentially translation • little knowledge of English vocabulary, idioms, word form • not enough to evaluate
Language Use	25-22	Excellent to very good: <ul style="list-style-type: none"> • effective complex construction • few error of agreement, tense, number, word order/ function, articles, pronouns, preposition
	21-18	Good to average: <ul style="list-style-type: none"> • Effective but simple construction • Minor problem in complex construction • Several errors of agreement, tense, number, word order/ function, articles, pronouns, preposition but meaning seldom obscured
	17-11	Fair to poor: <ul style="list-style-type: none"> • Major problems in simple/ complex construction • Frequent error of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and/ or fragments, run- ons, deletions • Meaning confused or obscured
	10-5	Very poor: <ul style="list-style-type: none"> • Virtually no mastery of sentence construction rules • Dominated by errors • Does not communicate • Not enough to evaluate
Mechanics	5	Excellent to very good: <ul style="list-style-type: none"> • Demonstrates mastery of conventions • Few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: <ul style="list-style-type: none"> • Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured

	3	Fair to poor: <ul style="list-style-type: none"> • Frequent errors of spelling, punctuation, capitalization, paragraphing • Poor hand writing • Meaning confused or obscured
	2	Very poor: <ul style="list-style-type: none"> • No mastery of conventions • Dominated by errors of spelling, punctuation, capitalization, paragraphing • Hand writing illegible • Not enough to evaluate

CHAPTER IV

RESEARCH FINDINGS

This chapter acquaints the process of research conducted in cycle I and cycle II. Each cycle in this research consists of planning, actions and observations, and reflection. The data gained in this research is quantitative and qualitative data. The details of the research processes are presented in the following results.

A. Identification of the Problems

In identifying the problems of the process of teaching and learning writing in 7C, the researcher interviewed the English teacher and the students and also conducted a classroom observation. One of the results of the researcher's observation during the teaching and learning process is the vignette below. The vignette described how the process went through and the activity conducted by the teacher during the lesson. The classroom in which the condition in the teaching and learning process was described also depicted the students' attitude.

Some students did not realize that their teacher was entering the class, they are still in outside of their classroom such as in the mosque and canteen. The researcher saw some students in the two places while going to their classroom to observe. The researcher also saw that there were also students who talked to their friends in front of the class and even did not yet enter the classroom however they know that their break time ended. On that day, the teacher opened the lesson by apperception. She asked whether the students still remember the material given on the previous day. Only two students tried to answer the teacher's question, the rest did not say any word. After that, the teacher checked the students' attendance and at the same time the students who did not enter the class were entering the class. Then, the teacher explained about descriptive texts. The method to present the materials seems not very interesting for the students. This is shown by the students' response. When the teacher wrote the theory of generic structure of descriptive texts, there were some students who still talked with their friend. There were also some students who looked sleepy and tired and some were doing any activities without paying attention to the teacher. Only some students who sat

in the front line and second line who paid attention to the teacher. The teacher tried to catch the students' attention by giving warning at that time, the students who were talking to their friends realized the teacher's warning but after a while they started to talk with their friends again without any worry whether the teacher would give them warning again or not.

The teacher, then, asked the students who made noises to read a model of descriptive texts from the previous notes. The teacher then asked them to read the texts one student read one paragraph. However the students who made noises read, the rest of the students did not pay attention to it. After that the teacher asked the students to do the tasks on their textbooks. The tasks are about reading comprehension which asked about the content of the texts without having questions related to the students' ability to produce a descriptive text. After 40 minutes, the teacher discussed the answers with the students however many students did not finish the tasks.

Appendix FN 1

Based on the vignette above, it is shown that the process of teaching and learning was not successful enough to get students' interest. They almost had no motivation to pay attention to the lesson. This is shown by all actions they did when the teacher gave explanation about the materials. During the lesson, some of them often talked to their friends. The rest of them also did not pay attention when the teacher asked their friends to read. Their actions and the noisy condition led them to be less involved in the teaching and learning process. Their less involvement is a kind of passiveness and this led them to another kind of passiveness i.e. laziness to ask questions about the material given.

The observation about the teaching and learning process before conducting the research shown in the vignette above was also supported by the result of the English teacher interview and the experiences of the researcher during being an English tutor in Saturday English School (SES) in SMP IT Abu Bakar Yogyakarta. During SES, the researcher found that many students were not able to write an English sentence.

By relating the teacher's interview, the researcher's experiences during SES and the observation, the problems occurred in the teaching and learning process can be listed as follows.

Table 6. List of Problems in Class 7C

No.	Problems
1.	Some students were not excited in studying English.
2.	Some students considered English as a difficult subject.
3.	Some students liked to cheat another students' work.
4.	Some students were noisy during the lesson.
5.	Some students had lack of focus on the lesson.
6.	The activities in teaching writing were not attractive and interesting.
7.	Students had difficulties in generating ideas.
8.	Students had difficulties in using grammar.
9.	Students had difficulties in using vocabulary.
10.	Students had difficulties in constructing sentences.
11.	Students made mistakes in grammatical features.
12.	Students made mistakes in mechanism.
13.	Writing was not taught constantly.
14.	The teacher found difficulties in handling students in teaching writing.
15.	The material only came from a course book and LKS.

In discussing the problems listed above the researcher gave an idea about how to make the students able to write. The teacher agreed with the idea. Because both the researcher and the teacher as the collaborator believed that by making the students able to write, the students could be more focused to study English. Then, the teacher and the researcher categorized the problems of writing into 7 points. Here are them.

Table 7. Categorization of Problems in Class 7C

No.	Facts shown in the classroom	Problems' Category
1.	Some students were not interested to study English.	Motivation
2.	Some students considered English as a difficult lesson.	

3.	Some students lacked of focus in joining the English lesson.	
4.	Some students made errors in making sentences.	Language Use
5.	Some students had difficulties to generate ideas.	Content/ organization
6.	Some students lacked of vocabularies.	Vocabulary
7.	Some students did not bring dictionaries.	
8.	Some students forget to put colons semicolons and other punctuations.	Mechanism
9.	The materials were based on LKS.	Materials
10.	The teacher faced difficulties to teach writing.	Techniques

After agreeing to conduct a research about teaching writing, the English teacher said that the action plans should follow the class schedule. According to the English teacher, the action plans should reflect the ability of the researcher and the English teacher as the collaborator of the research. In the end of discussion, the researcher and the collaborator determined the actions to overcome those problems.

B. Determining the Actions to Overcome the Problems

Cooperative writing implementation was intended to improve students' involvement during the process of teaching and learning. Noisy students who talked while teaching and learning process was being done have potential to make the classroom alive during the lesson. Therefore, providing them a constructive means to do the same thing in writing lesson could help to engage them with the opportunity to share their ideas with their friends. This could make them to interact with their friends and give them the opportunity to get immediate feedback from their peers. This could give them the opportunity to get immediate feedback from their peers. This could give them a positive relationship with their friends while having them to work in groups. This would also change their attitudes during the teaching and learning process.

To overcome the field problems, the researcher and the English teacher proposed some action plans. They were as follows.

1. Improving classroom management by using classroom English during the teaching-learning process to motivate the students
2. Using cooperative writing technique to employ the stages of English teaching and learning in writing descriptive texts
3. Making use of videos as media and enriching the materials to catch students' attention in the activities based on cooperative writing technique

The team teaching during the process was employed by the researcher to manage the students who often made noise, talked to their friends, and could not focus on the lesson given. By having the team teaching, the teaching and learning process ran well and the situation brought the students to understand better the materials given.

C. Research Process

1. Report of Cycle I

a. Planning

1.) First Meeting

- a.) The researcher and the collaborator planned to ask the students to work in groups.
- b.) The researcher and the collaborator planned to ask the students to watch the videos about how to describe a person to make the students understand the language feature of descriptive texts and a video about descriptive texts.

c.) The researcher and the collaborator planned to ask the students to do some tasks with their group to discuss about the content of the video and its relation to descriptive texts.

d.) The researcher and the collaborator planned to ask the students to do some guided exercises in groups which led them to understand the generic structure of descriptive texts.

2.) Second Meeting

a.) The researcher and the collaborator planned to ask the students to sit with their previous group.

b.) The researcher and the collaborator planned to ask the students to watch a video about famous football players and discussed the guided task to grasp the content of the video with their friends.

c.) The researcher and the collaborator planned to ask the students to read a passage about a Muslim football player and discussed the generic structure of it.

d.) The researcher and the collaborator planned to ask the students to do a guided task with flash cards as media.

e.) The researcher and the collaborator planned to ask the students to make a descriptive text about a famous Muslim football player.

3.) Third Meeting

a.) The researcher and the collaborator planned to ask the students to give feedback to their friends' work

b.) The researcher and the collaborator planned to return the tasks to each group including the correction used to evaluate their writing in the next phase.

c.) The researcher and the collaborator planned to ask them to write a final draft on their group writing.

d.) The researcher and the collaborator planned to ask each student to write a descriptive text after they had discussions with their group members.

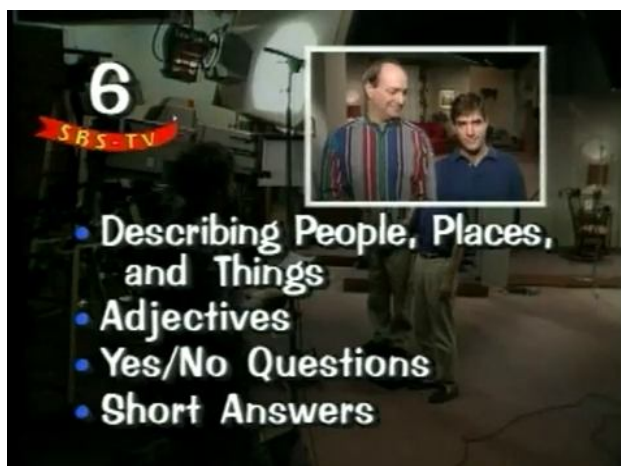
b. Actions and Observation

1.) First Meeting

This was held on 2nd May, 2013. The researcher opened by greeting and checking the attendance book. All students were present because the researcher told them that she would teach using videos, they have been familiar with the researcher since they join SES every Saturday. This meeting was focused on the descriptive texts theory understanding. The researcher acted as the teacher and the English teacher acted as the collaborator. The collaborator observed the researcher's roles. In this meeting the researcher grouped the students into 7 groups. Each group consists of 4 students or 5 students. She asked the students to sit with their group. For the first activity, she played a video compilation of some videos about language features in descriptive texts. The duration of the videos compilation is about 5 until 6 minutes. The compilation is a combination of some videos cut. The first video is about how to describe a person. This video shows the key verbs of descriptive texts i.e. 'to be' and 'to have'. The video shows how to use these two verbs. The students were given some difficult words which uttered in the videos. The second video cut is about some example of adjectives. The video shows two people acted the adjectives or stated the adjectives which were

asked by the narrator. The whole videos were not depicted, only the parts which are needed to explain descriptive texts. Here are the videos:

Figures 5. Some Videos' Pictures



While being shown the videos, the students were listening and trying to grasp the content in the videos. The content of videos is aimed to make the students to focus on learning through listening. As it is stated that the researcher gave the students some difficult words in the videos, to make the students understand the content of the videos, the researcher also gave them a hand out which consist of the materials for the rest of the first cycle. The second activity is about making a list of

adjectives based on a text titled “Siwon, My Favourite Star.” The researcher explained the materials by asking them to list all adjectives possibility The last activity in this meeting is about arranging random sentences into a good paragraph. In this meeting the students were not asked to make a paragraph. After the last task the researcher discussed about the paragraph which was become the result of the arranging task. The students worked in groups and while the students were working with their group the researcher went around the class and answered the questions which were asked by the students or helped their difficulties.

2.) Second Meeting

The first activity was watching a video titled “favourite football players”. The students just as the previous meeting were asked to pay attention to the video. Here is the video.

Figures 6. Some Pictures of a Video





After that, they were asked to discuss the content with their friends. Just as the first meeting, the students already had a hand out which were for the lesson guidance for the three meetings in cycle 1. The second activity is by presenting a passage about “Kanoute”, a Muslim football player. In this meeting, the students were presented by a task which used flash cards to fill in the blanks in a descriptive paragraph. The last task is about making a text about a famous Muslim football player, Mesut Ozil. As usual, the students sit with their group. While the students were working in groups, the researcher observed them and the collaborator observed the researcher. While making the text, the students were first asked to list all adjectives needed and then done drafting and after finish the draft, they were asked to correct other group’s work. While correcting their friends’ work, the students asked the researcher about whether the work is right or not. During the drafting process, the students interacted with their friends. This meeting ran well.

3.) Third Meeting

The third meeting, the researcher opened the class by greeting and checking attendance. First, the researcher gave their work which had been done on the last meeting, including the correction given by the researcher. Then the researcher gave back their works to each group. After that the researcher asked the students whether they understood or not. Mostly they said that they understand about the correction made. Right after that, they got their work, they rewrote the final draft.

Then the researcher asked them to write another descriptive text. The new descriptive text is about Zidane. Therefore the researcher provided a picture about Zidane and some information about him. They also were asked to discuss their work with their peers. However, the work was individual work not a group work anymore.

c. Reflection

In this section, the researcher and the collaborator found that the students in cycle I gained some improvements when they wrote the final result of a descriptive text. There were also behaviour changes toward the process of teaching and learning after they followed cooperative writing with their group. The following field note presents the condition of the students in the classroom.

When they were working together, the students felt happy. The researcher asked one of them whether it helped him or not. The student said that the activity done during the lesson helped him because his friends could assist when he had something to ask. Some students worked well when they got immediate feedback from their peers but few students still confused. The improvement of students writing skills in the mechanic aspect could be achieved. It could be showed by the oral correction by their friend when the writer wrote incorrect punctuation during drafting process.

Appendix Int. S 2

The condition was quite different before the implementation of cooperative writing. There were frequent error of word from, spelling, word order and grammar. On the aspect of mechanics, the students often missed the full stop in the end of a sentence. They sometimes failed to write a capital letter for name of person or place. On the language use aspect, especially the use of the verb 'to be' and 'to have' got the students confused when they wrote a descriptive text. The following presents students' statements showing their difficulties in using the use of the verb 'to be' and 'to have' however in the end the difficulty was not that aspect but he forgot how to change the verb 'to have' into 'has' when it is put after singular pronouns of she, he and it. Some of them also have this kind of difficulty.

R: which part that makes it difficult to write a descriptive text?

S 12: when I have to use the verb 'to be'. I get confused when it comes into making a sentence.

R: oh... you remember the lesson? Give some examples of sentences in descriptive texts. and what else do y?

S 4: hmm... I don't know how to differentiate the verb 'to be' and 'to have' to make a descriptive text.

R: oh... you do not know when you use the verb 'to be' and 'to have'?

App. Int S1

Although based on the observation done in cycle I, the researcher did not get any difficulties to transfer the materials about a descriptive text. In the first meeting, the students focused on the language features of descriptive texts and the last activity make them focused on the generic structure. They finally understand the difference of using the verb 'to be' and 'to have'. The following interview presents students involvement to improve writing skills on the aspect of vocabulary and language use.

R: what kind of correction did you get from another group?

S7: many comments
 S9: lack of verb Miss.
 R: which verb?
 S14: to be
 S24: I always forget to put the verb 'to have' and change it into 'has'.

App. Int S2

In the second meeting, the students practiced how to write a text based on the picture. They wrote the text with their group members and each member was responsible to contribute to the result. They worked with their cooperative groups. During the process of writing and giving feedback to other group writing, they underlined the organization and the language use aspects. This activity helped them to organize a text into good orders.

The researcher observed the students' activity when they worked in groups and frequently asked them whether they found difficulties or not. Yet, they said that they did not find difficulties in arranging the jumbled paragraph.

App. FN. 02

They were able to identify the generic structure and they can fill in the blanks using the words in flash cards.

App. FN. 03

In the third meeting they produced a text. It was the last meeting of cycle 1. The result of this individual work showed improvement on their writing skills especially in terms of content and organization aspect of writing and the improvement in language use and vocabulary is also significant.

Discussing about the use of videos in the classroom, there was an increase of the students' motivation and attention. After the first meeting was done, some students asked the researcher to play videos about football players. Here is the interview which showed that.

R: do you like watching the videos to learn?
 S14: yes
 S24: mm... if I don't understand, I will not like it, Miss.
 S9: I will not either.
 S7: I like it if the videos are about my favourite artists or football players.

App. Int S2

Also after conducting all the activities from first meeting into third meeting, the researcher found that the students' behaviour changes toward teaching and learning process. Although there were still few students who were not able to follow the lesson well, some of them had shown the improvement especially on their behaviour toward the teaching and learning process. It can be seen by the comparison between the condition before cycle 1 and after cycle 1.

Table 8 : Table of Results of the Action Research

Before cycle 1	After cycle 1
<p>Some students did not realize that their teacher was entering the class, they are still in outside of their classroom such as in the mosque and canteen. The researcher saw some students in the two places while going to their classroom to observe. The researcher also saw that there were also students who talked to their friends in front of the class and even did not yet enter the classroom however they know that their break time ended. On that day, the teacher opened the lesson by apperception. She asked whether the students still remember the material given on the previous day. Only two students tried to answer the teacher's question, the rest did not say any word. After that, the teacher checked the students' attendance and at the same time the students who did not enter the class were entering the class. Then, the teacher explained about descriptive texts. The method to present the materials seems not very interesting for the students. This is shown by the students' response. When the teacher wrote the theory of generic structure of descriptive texts, there were some</p>	<p>When they were working together, the students felt happy. The researcher asked one of them whether it helped him or not. The student said that the activity done during the lesson helped him because his friends could assist when he had something to ask. Some students worked well when they got immediate feedback from their peers but few students still confused. The improvement of students writing skills in the mechanic aspect could be achieved. It could be showed by the oral correction by their friend when the writer wrote incorrect punctuation during drafting process.</p> <p style="text-align: right;">Appendix Int. S 2</p>

students who still talked with their friend. There were also some students who looked sleepy and tired and some were doing any activities without paying attention to the teacher. Only some students who sat in the front line and second line who paid attention to the teacher. The teacher tried to catch the students' attention by giving warning at that time, the students who were talking to their friends realized the teacher's warning but after a while they started to talk with their friends again without any worry whether the teacher would give them warning again or not.

The teacher, then, asked the students who made noises to read a model of descriptive texts from the previous notes. The teacher then asked them to read the texts one student read one paragraph. However the students who made noises read, the rest of the students did not pay attention to it. After that the teacher asked the students to do the tasks on their textbooks. The tasks are about reading comprehension which asked about the content of the texts without having questions related to the students' ability to produce a descriptive text. After 40 minutes, the teacher discussed the answers with the students however many students did not finish the tasks.

Appendix FN 1

To fulfil the democratic validity, the researcher also did an interview with the students. The interview was written in the following transcript.

R: are you happy working in group?

S7: yes

S24: happy

S9: yes

S14: yes

R: why?

S24: it's because there are some friends who helped me.

App. Int. S2

2. Report of Cycle II

a. Planning

1.) Fourth Meeting

a.) The researcher and the collaborator planned to play and ask the students to watch a video compilation of two videos i.e. “describing parts of a house” and “how many rooms are they in your home”.

b.) The researcher and the collaborator planned to ask the students to fill worksheet with the parts of a house.

c.) The researcher and the collaborator planned to ask the students to differentiate the use of “there are” from the use of “there is”.

d.) The researcher and the collaborator planned to ask the students to read a passage about “My Bedroom” and discuss the generic structure of the text.

e.) The researcher and the collaborator planned to ask the students to a guided task about the things in their classroom.

f.) The researcher and the collaborator planned to ask the students to make a list about the things in a bedroom’s picture.

g.) Based on the picture, the researcher and the collaborator ask the students to make a descriptive text in groups.

2.) Fifth Meeting

a.) The researcher and the collaborator planned to review the previous video about “parts of a house” by showing the quiz part only.

- b.) The researcher and the collaborator planned to show the students previous works which still contained some errors.
- c.) The researcher and the collaborator planned to ask the students to correct other students' writing based on the five aspects of writing.
- d.) The researcher and the collaborator planned to ask the students to return their friends' writing and gave chance to them to ask questions when they got difficulties.
- e.) The researcher and the collaborator planned to ask the students to rewrite the final draft of the descriptive text.
- f.) The researcher and the collaborator observed the students' activities and interaction.

3.) Sixth Meeting

- a.) The researcher and the collaborator planned to ask the students to have discussion with the students about difficulties found during the process of writing a descriptive text.
- b.) The researcher and the collaborator planned to ask the students to write the third task of a descriptive text based on the picture.

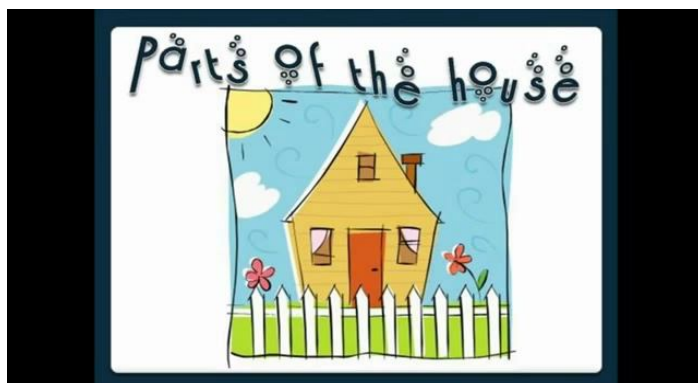
b. Actions and Observation

1.) Fourth Meeting

The first activity was the researcher showed one of the students' works and she discussed the wrong part of the descriptive text. The corrections were mostly in the aspect of language use and mechanics. Then the activities related to language use is about the use of 'there is' and 'there are'. The material of the use

of ‘there is’ and ‘there are’ was delivered through videos. The videos titled “how many rooms are there in your house?” and ‘Parts of a house’. As usual, the researcher asked the students to discuss the content of them with their group. Here are the videos.

Figures 7. Pictures of two videos



After that, the students were asked to do some tasks and the last task was to make a simple descriptive text.

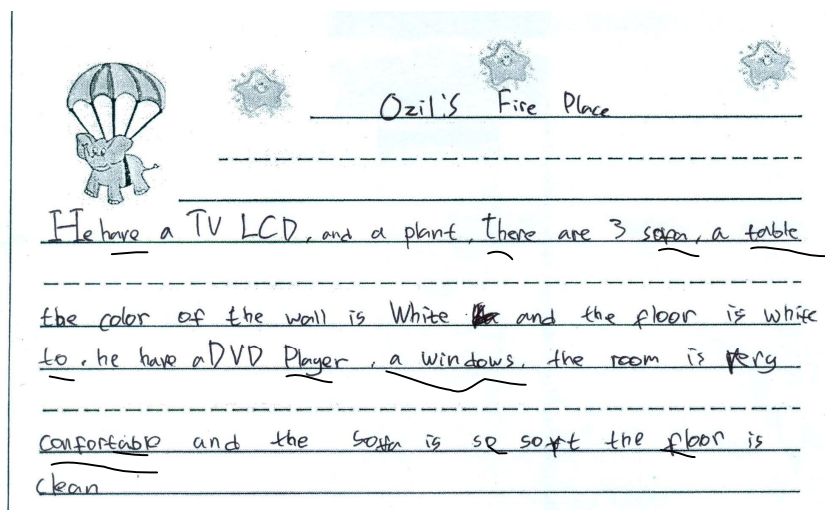
In the drafting process, the communication among the group members was important for their group result. Here, the students’ interaction affected the way writing process went through. Some students often used oral feedback on their work. The oral feedback can be useful for the students to understand descriptive

texts better. This interaction could be a bridge between individual point of view and other point of view. They shared ideas, comments and arguments on this drafting process. Later the students exchanged their works and got back their writing and final drafting process was done on the last. It took 20 minutes to finish their work.

2.) Fifth Meeting

The researcher and the collaborator planned to review the previous video about “parts of a house” by showing the quiz part only. The videos focused on the rooms consisted in a house and because it was a review of the previous meeting, the students were asked to answer the quiz video. The researcher showed the students previous works which still contained some errors. The feedback was given by another group. The feedbacks were oral feedback and underlines.

Figure 8. Students' Feedback



The researcher asked the students to correct other students' writing based on the five aspects of writing. The researcher asked the students to return their friends' writing and gave chance to them to ask questions when they got difficulties. The

researcher asked the students to rewrite the final draft of the descriptive text. The researcher observed the students' activities and interaction.

3.) Sixth Meeting

This was the last meeting of cycle 2 and also the last meeting of the research. As usual the researcher started the lesson on that day by greeting and checking the roll. The purpose of this last meeting was to get the result of students' writing skills on descriptive texts. After that the researcher gave the final task to the students. The students themselves were ready to do the final task as well. It was showed when the researcher asked whether they could follow the test or not in the following field note.

The researcher asked whether the students were ready to do an individual task or still found difficulties in writing descriptive texts. The students answered that they were ready to do the final task. Then the researcher reviewed some materials about descriptive texts by replaying some videos from the previous meetings. The videos were about the language features and the generic structure of descriptive texts. The researcher asked whether the students had questions or not. After the students were ready to do the task which the researcher gave, the researcher spread the worksheets.

(App. FN 7)

c. Reflection

During cycle 2, there was not any kind of considerable problems found by the researcher. The students could work cooperatively with other members. They gave immediate feedback and oral responses during the process of writing that enhanced their skills of writing. The students also had immediate chance to correct their errors during the cooperative writing phase. This was found when they interacted with their peers. Hence, the researcher concluded that the students' interaction during the writing process had given positive effect to students'

knowledge in the aspects of language use and mechanics. The following field note showed the condition right after the fourth meeting in the second cycle.

The researcher observed the students' activities with their group. All of them were well involved in working. There are some students who were discussing what they want to write about the bedroom showed in the picture. In this second cycle, there were more students who brought the dictionary. In two of the student groups, the researcher saw certain students were explaining the errors made by their friends. She came to these two groups and asked them what they were doing. Certain student in these two groups answered that if we make a sentence we have to put a full stop and these certain students also tell their friends some words which were not known by their friends.

App. FN 5

This kind of activities needed every student to come to into a class with a set of experiences and learning. Sharing the knowledge and individual ideas through the activities provided enrichment for others and helped the expert students clarify his own knowledge when they wrote descriptive texts. Besides, reflection during the process of writing cooperatively helped the students to enrich the information when they exchange their own ideas among members. They revealed that practicing writing with peers could ease them to get the idea when they write the descriptive text. This made their motivation toward learning English improve. The interview between the researcher and the students showing their behaviour toward writing a descriptive text through cooperative writing were presented as follows.

R: are you happy working in group?
 S7: **yes**
 S24: **happy**
 S9: **yes**
 S14: **yes**
 R: why?
 S24: **it's because there are some friends who helped me.**

App. Int. S2

The researcher also did not find any significant problems of students' writing skills in terms of language use and mechanics which were mostly done by the students in previous meetings. This activity promoted active learning when students understood the exercise. The following interview transcript shows their enthusiasm toward this collaborative activity.

R: what do you feel while playing the game of attaching flash cards on the paper?

S12: it was fun. Because we had to move faster.

S6: yes. it was like a competition.

R: why were you happy? It was very noisy, wasn't it?

S12: It made us feel alive.

FN 3

The interaction of the students during the teaching and learning process also provided them the immediate feedback from peers. This helped them to recognize the errors on their writing performance. Thus, the shared knowledge among students could enrich their understanding on writing the descriptive text. The field note below showed students' interaction in one group during the activities applied. The researcher took note on their interaction when they did drafting process. The dialogue among them was transcribed as follows.

Kelompok 5

S18: Lam...is it right?

S11: Eh...this is not 'there is', it should be 'there are'.

S30: I guess it should be 'there are'.

S12: Miss, this should be 'there are', right?

R: How many tables in the picture?

S18: two

R: two means more than one or not?

S30: yes

R: If it is for more than one item, we use 'there is' or 'there are'?

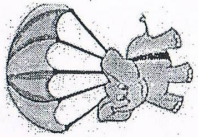
S18: there are




App. FN 5

The implementation of cycle 2 also brought the improvement on the aspects of writing. The students could produce better descriptive text than before the implementation. The following table shows the student's improvement in producing the texts. Figures 9. A Student's writing

The result of Dhian Reza Cycle 2

Name: Dhian Reza I

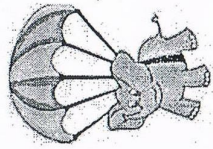





   Zidane

The picture is Zidane. He is tall. He is French. He has pointed nose and white skin. He is famous. He is bald.

Result of Dhian Reza after Cycle 1

Name: Dhian Reza I



   My idol

My idol is David Beckham. He ~~has~~ ~~is~~ from Britain. He have long hair. He have pointed nose. He is very rich.

After the cooperative writing applied in the classroom, the students did not feel anxious as what they felt earlier i.e. before the research. It shows that the activities implemented in the cycle 2 also gave positive effect to students' attitude toward the process of teaching and learning writing. They could respond to the researcher's question. It can be described in the following field note.

Cycle 1	Cycle 2
<p>Before the lesson was over, the researcher closed the lesson by concluding the material about descriptive texts i.e. generic structure and language feature in the descriptive text. The researcher asked whether the students understand or whether they want to ask about the material that the researcher had just given. However there is no student who asked the question.</p> <p>(App. FN.3)</p>	<p>After every group did the process of planning, drafting, revising and final drafting the researcher asked the students whether they find difficulties or not. The students answered "No." Then the researcher concluded the materials and the activities which were done in the meeting.</p> <p>(App. FN.7)</p>

It can be concluded that the students had a set of experiences and learning, sharing the knowledge and individual thought through the activities in cooperative writing technique provided enrichment for the students and helped the to improve their writing skills. Besides the improvement of their motivation, each cycle gave the positive effect on their writing skills too.

D. Research Findings

In this section, there are qualitative data and quantitative data. The qualitative data deal with the general findings of the research I each cycle, while the quantitative data deal with the students' score presentation. Whereas the below discussion is about the findings found by the researcher in a series of the use of cooperative writing

1. Cycle I

- a. In aspect of organization, some students could find and identify the generic structure of descriptive texts.
- b. In aspect of content, some students could understand the point of descriptive texts' components and the purpose of descriptive texts.
- c. In aspect of vocabulary, students' vocabularies nearly improved. Some of them could use right words on the sentences they made during the writing process.
- d. In language use aspect, some students were able to write sentences by using simple present tense, to be, and to have.
- e. In the aspect of mechanic, the students did it well but there were still some students who still failed to put full stop and capital letters.

2. Cycle II

- a. In the aspect of content, all students got the point of the descriptive texts component and the purpose of descriptive texts and had good knowledge of purpose and language features of descriptive texts.

- b. In the organization aspect, all students could find and indentify the generic structure of descriptive texts
- c. In the aspect of vocabulary, the students' vocabulary mastery showed a good improvement. Almost all students could use appropriate words when they wrote the sentences.
- d. In the language use aspect, all students were able to write sentences by using the verb 'to be' and 'to have'. They also made a good order of writing sentences.
- e. In the aspect of mechanic, the students' writing showed the improvement. There were only few of them who missed the wrong punctuation. There was no great amount on students' errors in this aspect.

There were also some other findings found by the researcher and collaborator during the research. The additional findings are explained as follows.

- a. The use of cooperative writing made the students' motivation improved because they could share the knowledge and there was no tense while asking questions to their friends.
- b. The use of cooperative writing increased the students' enthusiasm because it had multiple pairs of eyes to proofread the writing. The different perspective helped them while proofreading, therefore the more students look at the writing they made, the higher errors would be identified.
- c. The use of videos increased students' attraction or focus to learn the materials.

3. Summary of Cycle I and Cycle II

The results of the action research can be summarized in the following table:

Table 9 : Summary of the Research

Writing Aspects	Pre-research	Cycle I	Cycle II
Content	The students had no knowledge and did not understand the purpose and language features of descriptive texts.	Some students can get the point of the components and the purpose of descriptive texts.	All students had greater knowledge of the components, the purpose and the language feature of descriptive texts.
Organization	The students could not identify the generic structure of descriptive texts.	Some students were able to identify the generic structure of descriptive texts.	All students could identify and recognize each part of generic structure on descriptive texts.
Vocabulary	Vocabulary mastery of the students was still low. They had limited vocabulary to be used in the sentences and it was still inappropriate.	Students' vocabulary mastery increase. Some of the students could use appropriate words when they wrote sentences.	Students' vocabulary mastery increase. Almost all of them could write the appropriate words when they made sentences
Language use	The students found it difficult to write a sentence in simple present and in correct grammar in use.	Some students could produce sentences in the simple present tense and wrote the sentences in a right structure.	All students were able to produce sentences using the simple present tense and make the sentence in a good structure.
Mechanics	Students' hand writing did not meet the rule of punctuation especially full stops, commas, and capital letters.	Some students could reduce the amount of punctuation errors.	Most students could use correct punctuation while writing sentences.

4. Students' score

In this part, the researcher presents the students' writing score in pre-research stage, in the end of cycle I and cycle II. The explanation has something to do with the students' mean score in five aspects of writing, which are: content,

organization, language use, and mechanics. The tables below show the mean score in the content part of writing.

Table 10: Mean Score of Content Aspect

Component	Pre-research	Cycle I	Cycle II
Content	16.8	19.4	21

The above table shows the mean score in the content part of writing gained by the students. It shows that the students' mean score in this aspect increased as the task given in each cycle. In task 1, the students' mean score in the content aspect is 16.8, the mean score in cycle I is 19.4 ,and in the cycle II the mean score is 21.

Table 11 : Mean Score of Organization Aspect

Component	Pre-research	Cycle I	Cycle II
Organization	13.5	15.8	17.1

The above table shows the students' mean score in the aspect of organization. On each task to see the score, the students' main score increased as shown in pre=research, cycle I and cycle II. In the pre-research the mean score is 13.5 , the mean score in cycle I is 15.8 , the mean score in cycle II is 17.1.

Table 12 : Mean Score of Vocabulary Aspect

Component	Pre-research	Cycle I	Cycle II
Vocabulary	13.3	15.3	16.4

The above table reports the students' mean score in the aspect of vocabulary. In the pre-research the students' mean score is 13.3, the mean score in cycle I is 15.3 , and the mean score in cycle II is 16.4.

Table 13 : Mean Score of Language Use Aspect

Component	Pre-research	Cycle I	Cycle II
Language use	15	17.7	18.7

The above shows the students' mean score in the language use of writing. On each stage, the students mean score increased as shown in the pre-research, cycle I and cycle II.

Table 14 : Mean Score of Mechanic Aspect

Component	Pre-research	Cycle I	Cycle II
Mechanics	3.1	3.4	3.9

The above table presents the mean score in mechanics aspect gained by the students. It shows that the students' mean score in this aspect increased as shown in the table.

According to discussion above, the students writing skills represent by 5 aspects of writing i.e. content, organization, vocabulary, language use, and mechanics increased after the actions during the research were implemented. The general finding of students' score of five writing aspects which was obtained in the pre-research task, cycle I task and cycle II task can be summarized as follows.

Table 15: Mean Score of Pre-research, cycle 1, Cycle 2

Score	Pre-research	Cycle I	Cycle II
Mean score	62.14	71.55	77.09

The table above gives the information of the value of the students mean score in the five aspects of writing. It was gained from pre-research task, cycle I task, and cycle II task. From the pre-research task until the cycle 2 task, the mean score rose. The highest and the lowest score in five aspects also rose from the first task

to the latest task. It can be wrapped up that the application of cooperative writing can improve students' writing skills.

E. Interpretation of the Finding

In this section, the researcher presented the analysis of the finding attained in cycle I and cycle II of the research. The purpose is to present the result of the process during the research whether the cooperative writing improves the students writing skills or not. The early observation had been done before the research was started and the pre-research interviews were done. The pre-research interviews and the early observation were aimed at getting preliminary information of students' problem on teaching and learning in general and later on specifically at focusing on finding problems on writing generally and on writing descriptive texts. To overcome the problems found from pre-research interviews and during the early class observation, the researcher applied two cycles in this research.

It was discovered that the implementation of the actions which were done in two cycles brought the improvement on students' writing skills on descriptive texts. The students produce better writing after doing the steps on cooperative writing i.e. planning, drafting, editing, and final drafting which were done with their group. Their individual works which were held in the end of each cycle also showed the improvement in five aspects writing i.e. content, organization, vocabulary, language use, and mechanics.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusion

This research is categorized as action research. The actions conducted in this research were implemented in English class of 7C at SMP IT Abu Bakar Yogyakarta. It started from Mei to June 2013. The involved participants of this research were the researcher, the English teacher, and the students.

This research had gained some data which were related to the use of cooperative writing technique in improving students' writing skills and the use of videos as teaching media on descriptive texts. Based on the data analysis conducted in this research, the application of cooperative writing is believed to be helpful to improve students' writing skills and the use of videos increased students' attraction or focus.

During cycle 1, the students showed the improvement on their writing skills especially in terms of content and organization aspects of writing. The use of cooperative writing helped them to generate and share ideas among peers during the process of writing. Some of them also showed attitude changes toward the teaching and learning process. Their motivation toward the process of teaching and learning also increased because of cooperative learning application whereas the use of videos can increase students' attraction toward the process of teaching and learning and make the students become more focused on the materials.

During cycle 2, the activities conducted had also created students' involvement. Their cooperation supported them to get more knowledge of writing in English. Consequently, they could produce a better text. Besides, they also showed greater motivation to follow the teaching and learning process.

Moreover, the different kinds of data were also gained to support the result of this research. The data consisted of qualitative and quantitative data. Discussing generalization data, the researcher found the result as follows.

1. The students have better attitude toward writing descriptive texts.
2. The students have better social interaction.
3. The students get better understanding on the process of writing descriptive texts.
4. The students' performance in identifying the elements of descriptive texts is better and they can reduce the errors made during the process of writing.
5. The students get better focus on the descriptive texts writing materials.

B. Implications

Based on the research findings, the implementations of cooperative writing brought some improvements to the writing skills of the students of SMP IT Abu Bakar Yogyakarta especially the students of class 7C. By implementing cooperative writing in the classroom activities, the students were offered the opportunity to give and receive immediate feedback on language used in their writing that might be missing when they work individually. Likewise, cooperative writing also enhanced and stimulated students' motivation in improving the writing skills because they revealed that the feedback from their peers was useful.

Therefore, it showed that cooperative writing was also good for the betterment of developing the writing skills of the students while the use of videos was useful for the betterment of focus or attention paying. .

C. Suggestions

After conducting this action research, the researcher proposes the suggestions for English teacher and other researchers as presented below:

1. For the English Teacher

It is quite important for the English teacher especially the English teacher in SMP IT Abu Bakar Yogyakarta to improve students writing skills. The teacher needs to design certain activities that make the students work actively and will not get them bored during the teaching and learning process. It is better for them to employ cooperative writing when they teach writing to the students. The teacher also needs to use videos as teaching media for descriptive texts.

2. For other researchers

It is considered that this research only discusses and emphasizes on the student' writing on descriptive texts which can improve their writing skills and also enrich their knowledge in different kind of both factual and literary texts.

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Course grid & Lesson plans

Course grid & Lesson plans

Course Grid for Cycle 1

Competence Standard	Basic Competence	Indicator	Teaching Material	Teaching Activities	Time	Media / Teaching Sources
12. Expressing the meaning of simple functional written texts and short essays in the form of descriptive and procedure to interact with the closest environment.	12.2 Expressing the meaning and rhetorical steps in very simple short essays with written language varieties accurately, fluently and communicatively to interact with the closest environment in the form of descriptive and procedure texts.	<ul style="list-style-type: none"> The students are able to identify the meaning and the purpose of descriptive texts. The students are able to identify language features of descriptive texts. The students are able to identify the generic structures of descriptive texts. 	<ul style="list-style-type: none"> A descriptive text about famous people Language features: <ul style="list-style-type: none"> -to have -to be -adjectives Generic structures: <ul style="list-style-type: none"> -introduction -description 	<ul style="list-style-type: none"> identifying language features of descriptive texts identifying the generic structures of descriptive texts 	2x40	<ul style="list-style-type: none"> Worksheet Priyana, Jaka. 2008. <i>Scaffolding</i>. Jakarta: BSE. Kumalarini, T. et. Al. 2008. <i>Contextual Teaching and Learning Bahasa Inggris SMP</i>. Jakarta: BSE. Artono, W. et. al. 2008. <i>English in Focus</i>. Jakarta: BSE. http://www.youtube.com/watch?v=B311PJtrjI0 taken on April 2nd, 2013 http://www.youtube.com/watch?v=xQaqtIHHoaU taken on April 2nd, 2013 http://www.youtube.com/watch?v=SL_pemPO8gg taken on April 2nd, 2013
12. Expressing the meaning of simple	12.2 Expressing the meaning and rhetorical	<ul style="list-style-type: none"> The students are able to identify the meaning and the purpose of descriptive 	<ul style="list-style-type: none"> A descriptive text about famous football 	<ul style="list-style-type: none"> identifying language features of descriptive texts 	2x40	<ul style="list-style-type: none"> Worksheet Priyana, Jaka. 2008. <i>Scaffolding</i>. Jakarta: BSE.

functional written texts and short essays in the form of descriptive and procedure to interact with the closest environment.	steps in very simple short essays with written language varieties accurately, fluently and communicatively to interact with the closest environment in the form of descriptive and procedure texts.	texts. <ul style="list-style-type: none"> • The students are able to identify language features of descriptive texts. • The students are able to identify the generic structures of descriptive texts. 	players <ul style="list-style-type: none"> • Language features: -to have -to be -adjectives • Generic structures: -introduction -description 	<ul style="list-style-type: none"> • identifying the generic structures of descriptive texts 		<ul style="list-style-type: none"> • Kumalarini, T. et. Al. 2008. <i>Contextual Teaching and Learning Bahasa Inggris SMP</i>. Jakarta: BSE. • Artono, W. et. al. 2008. <i>English in Focus</i>. Jakarta: BSE. • http://www.youtube.com/watch?v=YPFoE3e4zLM taken on April 2nd, 2013 • http://www.youtube.com/watch?v=1P4WUrOYUyk taken on April 2nd, 2013 • http://www.youtube.com/watch?v=SL_pemPO8gg taken on April 2nd, 2013
12. Expressing the meaning of simple functional written texts and short essays in the form of descriptive and procedure to interact with	12.2 Expressing the meaning and rhetorical steps in very simple short essays with written language varieties accurately, fluently and communicatively to interact with the closest	<ul style="list-style-type: none"> • The students are able to identify the meaning and the purpose of descriptive texts. • The students are able to identify language features of descriptive texts. • The students are able to 	<ul style="list-style-type: none"> • A descriptive text about famous football players (a previous student's work) • Language features: -to have -to be -adjectives 	<ul style="list-style-type: none"> • identifying language features of descriptive texts • identifying the generic structures of descriptive texts 	2x40	<ul style="list-style-type: none"> • Worksheet • Priyana, Jaka. 2008. <i>Scaffolding</i>. Jakarta: BSE. • Kumalarini, T. et. Al. 2008. <i>Contextual Teaching and Learning Bahasa Inggris SMP</i>. Jakarta: BSE. • Artono, W. et. al. 2008. <i>English in Focus</i>. Jakarta: BSE.

the closest environment.	environment in the form of descriptive and procedure texts.	identify the generic structures of descriptive texts.	<ul style="list-style-type: none"> Generic structures: -introduction -description 			<ul style="list-style-type: none"> http://www.youtube.com/watch?v=B311PJtrjI0 taken on April 2nd, 2013 http://www.youtube.com/watch?v=xQagtIHHoaU taken on April 2nd, 2013 http://www.youtube.com/watch?v=SL_pemPO8gg taken on April 2nd, 2013
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Course Grid for Cycle 2

Competence Standard	Basic Competence	Indicator	Teaching Material	Teaching Activities	Time	Media / Teaching Sources
12. Expressing the meaning of simple functional written texts and short essays in the form of descriptive and procedure to interact with	12.2 Expressing the meaning and rhetorical steps in very simple short essays with written language varieties accurately, fluently and communicatively to interact with the closest	<ul style="list-style-type: none"> The students are able to identify the meaning and the purpose of descriptive texts. The students are able to identify language features of descriptive texts. The students are able to identify the generic structures 	<ul style="list-style-type: none"> A descriptive text about rooms. Language features: -to have -to be -adjectives Generic structures: -introduction -description 	<ul style="list-style-type: none"> identifying language features of descriptive texts identifying the generic structures of descriptive texts 	2x40	<ul style="list-style-type: none"> Worksheet Priyana, Jaka. 2008. <i>Scaffolding</i>. Jakarta: BSE. Kumalarini, T. et. Al. 2008. <i>Contextual Teaching and Learning Bahasa Inggris SMP</i>. Jakarta: BSE. Artono, W. et. al. 2008. <i>English in Focus</i>. Jakarta: BSE.

the closest environment.	environment in the form of descriptive and procedure texts.	of descriptive texts.				<ul style="list-style-type: none"> • http://www.youtube.com/watch?v=YPFoE3e4zLM taken on April 2nd, 2013 • http://www.youtube.com/watch?v=1P4WUrOYUyk taken on April 2nd, 2013 • http://www.youtube.com/watch?v=SL_pemPO8gg taken on April 2nd, 2013 • Some pictures of rooms
12. Expressing the meaning of simple functional written texts and short essays in the form of descriptive and procedure to interact with the closest environment.	12.2 Expressing the meaning and rhetorical steps in very simple short essays with written language varieties accurately, fluently and communicatively to interact with the closest environment in the form	<ul style="list-style-type: none"> • The students are able to identify the meaning and the purpose of descriptive texts. • The students are able to identify language features of descriptive texts. • The students are able to identify the generic structures of descriptive texts. 	<ul style="list-style-type: none"> • A descriptive text about rooms. • Language features: <ul style="list-style-type: none"> -to have -to be -adjectives • Generic structures: <ul style="list-style-type: none"> -introduction -description 	<ul style="list-style-type: none"> • identifying language features of descriptive texts • identifying the generic structures of descriptive texts 	2x40	<ul style="list-style-type: none"> • Worksheet • Priyana, Jaka. 2008. <i>Scaffolding</i>. Jakarta: BSE. • Kumalarini, T. et. Al. 2008. <i>Contextual Teaching and Learning Bahasa Inggris SMP</i>. Jakarta: BSE. • Artono, W. et. al. 2008. <i>English in Focus</i>. Jakarta: BSE. • http://www.youtube.com/watch?v

	of descriptive and procedure texts.					1P4WUrOYUyk taken on April 2 nd , 2013 • http://www.youtube.com/watch?v=SL_pemPO8gg taken on April 2 nd , 2013 • Some pictures of rooms
12. Expressing the meaning of simple functional written texts and short essays in the form of descriptive and procedure to interact with the closest environment.	12.2 Expressing the meaning and rhetorical steps in very simple short essays with written language varieties accurately, fluently and communicatively to interact with the closest environment in the form of descriptive and procedure texts.	<ul style="list-style-type: none"> • The students are able to identify the meaning and the purpose of descriptive texts. • The students are able to identify language features of descriptive texts. • The students are able to identify the generic structures of descriptive texts. 	<ul style="list-style-type: none"> • A descriptive text about rooms.(a previous student's work) • Language features: -to have -to be -adjectives • Generic structures: -introduction -description 	<ul style="list-style-type: none"> • identifying language features of descriptive texts • identifying the generic structures of descriptive texts 	2x40	<ul style="list-style-type: none"> • Worksheet • Priyana, Jaka. 2008. <i>Scaffolding</i>. Jakarta: BSE. • Kumalarini, T. et. Al. 2008. <i>Contextual Teaching and Learning Bahasa Inggris SMP</i>. Jakarta: BSE. • Artono, W. et. al. 2008. <i>English in Focus</i>. Jakarta: BSE. • A picture of a famous footballer's bedroom

LESSON PLAN

Cycle	: 1 (1 st Meeting)
School	: SMP IT Abu Bakar Yogyakarta
Grade/ Semester	: VII/ 2
Skills	: Writing
Time Allocation	: 2 X 40'
Standard of Competency	: 12. Expressing the meaning of simple functional written texts and short essays in the form of descriptive and procedure to interact with the closest environment
Basic competency	: 12.1. Expressing the meaning and rhetorical steps in very simple short essays with written language varieties accurately, fluently and communicatively to interact with the closest environment in the form of descriptive and procedure texts
Objective	: At the end of the lesson, the students are able to identify language features of descriptive texts by listing some adjectives in describing a person
Indicators	: 1. Identifying generic structure of descriptive texts 2. Identifying adjectives and verbs used as the language features of descriptive texts

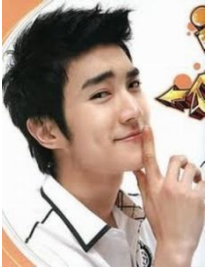
Materials	:
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➤ Material for Presentation

- A video compilation of videos titled “Video 8 Describing a Person, Cursos online de ingles”, “Describing people, place and things” and “Descriptive Text”.
- Generic structure
There are two parts in descriptive text. They are introduction They are introduction and description. Introduction part is the part which introduces the character. The description part includes qualities, uses, habits and appearances.
- Social function
The communicative purpose of descriptive text is to describe particular person or thing.
- Language features
 - Simple present tense to discuss facts of a person or thing.
 - Linking verb to joint the subject being described and the adjectives
e.g.: be, look, feel, taste, smell, sound, seem, appear, get, become, grow, stay, keep, turn, prove, go, remain, resemble, run, lie
 - Adjectives to describe the subject

- The verb 'to have' to give description of what a person or thing has
S + have/ has + noun phrase

➤ Material for Practice



My Favourite Star

This is Siwon. I am sure that most of you know who Siwon is. However, I am not sure you know the details about him.

Siwon is one of Super Junior members. He has white skin, pointed nose and handsome face. His height is 183 cm. He is the tallest member of Super Junior. He is also grouped in Super Junior-M, a sub group of Super Junior for Chinese market. He is not only able to sing but also able to act. He gets many praises for his acting performance. Some of his dramas are Skip Beat and Oh My Lady. Talking about his personality, Siwon is responsible, religious and kind. That's a brief description of Siwon, my favourite star.

Based on the text, list all adjectives.

No.	Adjectives
1.	Tall (example)
2.	Handsome (example)
3.	...
4.	...
5.	...
6.	...

List two adjectives to describe a human's nose.

Adjective	Meaning
pointed	Mancung
	pesek

List nine adjectives to describe a human's eyes.

Adjectives	Meaning
slanted	Sipit
	Bulat
	Besar
green	
black	
Light brown	
	Coklat gelap

List three adjectives to describe a human's face shape.

Adjectives	Meaning
oval	Bulat telur
	Bulat
	kotak

List three adjectives to describe a human's hair.

Adjectives	Meaning
Long	panjang
...	Pendek
Gray	...
...	Coklat
...	Hitam
Curly	...
Wavy	...
...	lurus

➤ Material for Production

Arrange these sentences into a descriptive paragraph.

- I want to tell you about how she looks like from head to feet.
- Her hair is long, black and straight.
- She has oval white face with beautiful blue eyes.
- She is my neighbour, Martina Romero.
- She has pointed nose and small lips.
- Then she has slim and tall body with white skin.
- The last is that she has long legs and small feet.

Method: Presentation, Practice, Production

Teaching Procedures:

❖ Pre-Teaching

No.	Teacher's activity
1.	Greeting
2.	Checking the attendance
3.	The teacher asks questions related to the materials.

❖ Main Teaching

- Presentation

No.	Teacher's roles	Students' roles
1.	Introducing a model of descriptive text	
2.	Playing a video depicting some language features of descriptive text.	The students pay attention to the video.
3.	Asking the students to read the text and analyze the feature of the text.	The students answer the questions asked by the teacher related to the video and the descriptive text.
4.	Telling the students the language features and generic structure of descriptive text	The students probably ask some questions related to the given material.

▪ Practice

No.	Teacher's roles	Students' roles
1.	Forming the students' groups by dividing them	Working in group
2.	Assigning primary writer for each group	
3.	Asking the students to do guided exercises	Doing the exercises together with their friends
4.	Discussing the answer with the students	Paying attention to their own group answer

▪ Production

No.	Teacher's roles	Students' roles
1.	Asking the students to arrange jumbled sentences into good orders	Doing the exercise in group



Post- Teaching

No.	Teacher's roles	Students' roles
1.	The teacher checks for the students understanding	The students are expected to ask the teacher about the material.
2.	Together with the students, the teacher concludes the topic discussed.	The students are expected to conclude the materials (together with the teacher).
3.	The teacher leads the prayer and says good bye.	Students' say a prayer and say good bye.

Media: video, a large paper of a descriptive text, print of passage.

Sources:

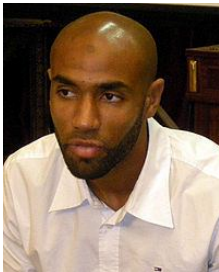
- Priyana, Jaka. 2008. *Scaffolding*. Jakarta: BSE.
- Kumalarini, T. et. Al. 2008. *Contextual Teaching and Learning Bahasa Inggris SMP*. Jakarta: BSE.
- Artono, W. et. al. 2008. *English in Focus*. Jakarta: BSE.
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LESSON PLAN

Cycle	: 1 (2 nd Meeting)
School	: SMP IT Abu Bakar Yogyakarta
Grade/ Semester	: VII/ 2
Skills	: Writing
Time Allocation	: 2 X 40'
Standard of Competency	: 12. Expressing the meaning of simple functional written texts and short essays in the form of descriptive and procedure to interact with the closest environment
Basic competency	: 12.1. Expressing the meaning and rhetorical steps in very simple short essays with written language varieties accurately, fluently and communicatively to interact with the closest environment in the form of descriptive and procedure texts
Objective	: At the end of the lesson, the students are able to identify language features of descriptive texts by listing some adjectives in describing a person
Indicators	: 3. Identifying generic structure of descriptive texts 4. Identifying adjectives and verbs used as the language features of descriptive texts

Materials :

➤ Material for Presentation



Date of birth: 2 September 1977
Height: 193 cm

Kanoute

Perhaps you do not know who he is. He is Frederic Oumar Kanoute. He is a Muslim football player from Mali. Let me describe what he looks like and how he behaves.

He is bald. He has thick eyebrows, big nose, and wide lips. His upper lip is thinner than his lower lip. He has dark brown skin. He has sharp chin. He is tall. He is a striker. He is 35 years old. His mother is a French and his father is a Malian. He is obedient to Islamic rules. For examples, he refused to wear a Sevilla shirt because the shirt showed the name of club sponsor "888.com" company which is worked for gambling but gambling against the principles of Islam. His most impressive obedience is that he still does Ramadhan fasting whenever he plays on Ramadhan month. His other good act is that he paid more than US \$700,000 to buy a mosque in Seville. That's all about Kanoute. I hope you will get an inspiration to do good deeds from Kanoute's behaviour description.

➤ Material for Practice

In the hand out

➤ Material for Production

In the hand out

Method: Presentation, Practice, Production

Teaching Procedures:

❖ Pre-Teaching

No.	Teacher's activity
1.	Greeting
2.	Checking the attendance
3.	The teacher asks questions related to the materials.

❖ Main Teaching

▪ Presentation

No.	Teacher's roles	Students' roles
1.	The teacher shows a descriptive text to the students from a video.	The students watch the video.
2.	The teacher asks the students to analyze the features of the text	Together with the teacher, the students try to answer the question
3.	Together with the students the teacher identifies the parts of descriptive text.	The students may ask questions related to the materials given.

▪ Practice

No.	Teacher's roles	Students' roles
1.	The teacher asks the students to sit with their previous group.	The students arrange their seat based on their own group.
2.	The teacher attaches a paper in the board which contains missing words.	The students prepare to start the assignment.
3.	The teacher provides the students some cards of words.	The students fill the missing words by picking up the cards.
4.	The teacher asks the students to attach the cards on the blank space.	The students discuss the answer with their group and attach the cards on the board.

▪ Production

No.	Teacher's roles	Students' roles
1.	The teacher asks the students to write a text in group based on the picture.	The students write their draft of a descriptive text in group.
2.	The teacher observes and takes notes on students' interaction during the writing process.	The students continue to revise and rewrite.

❖ Post- Teaching

No.	Teacher's roles	Students' roles
1.	The teacher checks for the students understanding	The students are expected to ask the teacher about the material.
2.	Together with the students, the teacher concludes the topic discussed.	The students are expected to conclude the materials (together with the teacher).
3.	The teacher leads the prayer and says good bye.	Students' say a prayer and say good bye.

Media: video, a large paper of a descriptive text, print of passage.

Sources:

- Priyana, Jaka. 2008. *Scaffolding*. Jakarta: BSE.
- Kumalarini, T. et. Al. 2008. *Contextual Teaching and Learning Bahasa Inggris SMP*. Jakarta: BSE.
- Artono, W. et. al. 2008. *English in Focus*. Jakarta: BSE.
- <http://www.youtube.com/watch?v=B311PJtrjI0> taken on April 2nd, 2013
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- http://www.youtube.com/watch?v=SL_pemPO8gg taken on April 2nd, 2013

LESSON PLAN

Cycle	: 1 (3 rd Meeting)
School	: SMP IT Abu Bakar Yogyakarta
Grade/ Semester	: VII/ 2
Skills	: Writing
Time Allocation	: 2 X 40'
Standard of Competency	: 12. Expressing the meaning of simple functional written texts and short essays in the form of descriptive and procedure to interact with the closest environment
Basic competency	: 12.1. Expressing the meaning and rhetorical steps in very simple short essays with written language varieties accurately, fluently and communicatively to interact with the closest environment in the form of descriptive and procedure texts
Objective	: At the end of the lesson, the students are able to identify language features of descriptive texts by listing some adjectives in describing a person
Indicators	: 5. Identifying generic structure of descriptive texts 6. Identifying adjectives and verbs used as the language features of descriptive texts

Materials	:
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➤ Material

Method: Presentation, Practice, Production

Teaching Procedures:

❖ Pre-Teaching

No.	Teacher's activity
1.	Greeting
2.	Checking the attendance
3.	The teacher asks questions related to the materials.

❖ Main Teaching

▪ Presentation

No.	Teacher's roles	Students' roles
1.	The teacher shows one of the previous descriptive text done by a group.	
2.	The teacher examines the descriptive text based on the input.	The students read the text.

3.	The teacher asks the students to identify the generic structure, the language fetures and mistakes in the text.	Together with the teacher, the students try to find the generic structure, the language features and mistakes in the text.
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▪ Practice

No.	Teacher's roles	Students' roles
1.	The teacher asks the students to be together with their previous group.	The students arranges their seat based on their previous group.
2.	The teacher gives back students' group writing to each group.	
3.	The teacher asks them to review their own group work and asks them to write their final draft.	The students rewrite and revise their group writing.
4.	The teacher observes and takes notes on the activities of the students.	The students discusses final draft on their writing.

▪ Production

No.	Teacher's roles	Students' roles
1.	The teacher asks the students to make a text individually based on the picture.	Students write a descriptive text individually.
2.	The teacher gives time to students to write the text	
3.	The teacher asks the students to submit their work when the time is almost up.	The students submit their work to the teacher.



Post- Teaching

No.	Teacher's roles	Students' roles
1.	The teacher checks for the students understanding	The students are expected to ask the teacher about the material.
2.	Together with the students, the teacher concludes the topic discussed.	The students are expected to conclude the materials (together with the teacher).
3.	The teacher leads the prayer and says good bye.	Students' say a prayer and say good bye.

Media: video, a large paper of a descriptive text, print of passage.

Sources:

- Priyana, Jaka. 2008. *Scaffolding*. Jakarta: BSE.
- Kumalarini, T. et. Al. 2008. *Contextual Teaching and Learning Bahasa Inggris SMP*. Jakarta: BSE.
- Artono, W. et. al. 2008. *English in Focus*. Jakarta: BSE.
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- http://www.youtube.com/watch?v=SL_pemPO8gg taken on April 2nd, 2013

LESSON PLAN

Cycle	: 2 (4 th Meeting)
School	: SMP IT Abu Bakar Yogyakarta
Grade/ Semester	: VII/ 2
Skills	: Writing
Time Allocation	: 2 X 40'
Standard of Competency	: 12. Expressing the meaning of simple functional written texts and short essays in the form of descriptive and procedure to interact with the closest environment
Basic competency	: 12.1. Expressing the meaning and rhetorical steps in very simple short essays with written language varieties accurately, fluently and communicatively to interact with the closest environment in the form of descriptive and procedure texts
Objective	: At the end of the lesson, the students are able to identify language features of descriptive texts by listing some adjectives in describing a person
Indicators	: 7. Identifying generic structure of descriptive texts 8. Identifying adjectives and verbs used as the language features of descriptive texts

Materials	:
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- Material for Presentation
- Material for Practice
- Material for Production (in appendix)

Method: Presentation, Practice, Production

Teaching Procedures:

❖ Pre-Teaching

No.	Teacher's activity
1.	Greeting
2.	Checking the attendance
3.	The teacher asks questions related to the materials.

❖ Main Teaching

- Presentation

No.	Teacher's roles	Students' roles
1.	The teacher shows a video.	
2.	Together with the students the	The students pay attention to the

	teacher discusses the video content.	video.
3.	Spreading a descriptive text based on an input text.	
4.	The teacher shows a descriptive text to the students and asks them to read.	The students read the text.
5.	The teacher asks the students	

▪ Practice

No.	Teacher's roles	Students' roles
1.	The teacher shows a video.	
2.	The teacher asks the students to sit with their group.	The students arrange their seat based on the group.
3.	The teacher gives a task on a worksheet	The students do the task with their group.
4.	The teacher asks the students whether they find difficulties or not.	

▪ Production

No.	Teacher's roles	Students' roles
1.	Giving students a task to write a descriptive text in group	The students brainstorm their ideas with their group by making points or a list related to the content of what they want to write.
2.	Asking the students to spread the points they want to write to all members of their group	The students spread the points the points they want to write to all members of their group.
3.	Asking the students to make their individual writing into one document.	Combining their works into one document
4.	Exchanging students group writing	



Post- Teaching

No.	Teacher's roles	Students' roles
1.	The teacher checks for the students understanding	The students are expected to ask the teacher about the material.
2.	Together with the students, the teacher concludes the topic discussed.	The students are expected to conclude the materials (together with the teacher).

3.	The teacher leads the prayer and says good bye.	Students' say a prayer and say good bye.
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Media: video, a large paper of a descriptive text, print of passage.

Sources:

- Priyana, Jaka. 2008. *Scaffolding*. Jakarta: BSE.
- Kumalarini, T. et. Al. 2008. *Contextual Teaching and Learning Bahasa Inggris SMP*. Jakarta: BSE.
- Artono, W. et. al. 2008. *English in Focus*. Jakarta: BSE.
- <http://www.youtube.com/watch?v=YPFoE3e4zLM> taken on April 2nd, 2013
- <http://www.youtube.com/watch?v=1P4WUrOYUyk> taken on April 2nd, 2013
- http://www.youtube.com/watch?v=SL_pemPO8gg taken on April 2nd, 2013

LESSON PLAN

Cycle	: 2 (5 th Meeting)
School	: SMP IT Abu Bakar Yogyakarta
Grade/ Semester	: VII/ 2
Skills	: Writing
Time Allocation	: 2 X 40'
Standard of Competency	: 12. Expressing the meaning of simple functional written texts and short essays in the form of descriptive and procedure to interact with the closest environment
Basic competency	: 12.1. Expressing the meaning and rhetorical steps in very simple short essays with written language varieties accurately, fluently and communicatively to interact with the closest environment in the form of descriptive and procedure texts
Objective	: At the end of the lesson, the students are able to identify language features of descriptive texts by listing some adjectives in describing a person
Indicators	: 1. Identifying generic structure of descriptive texts 2. Identifying adjectives and verbs used as the language features of descriptive texts

Materials	:
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➤ Material for Presentation

➤ Material for Practice

➤ Material for Production

Method: Presentation, Practice, Production

Teaching Procedures:

❖ Pre-Teaching

No.	Teacher's activity
1.	Greeting
2.	Checking the attendance
3.	The teacher asks questions related to the materials.

❖ Main Teaching

▪ Presentation

No.	Teacher's roles	Students' roles
1.		
2.		

3.		
4.		

▪ Practice

No.	Teacher's roles	Students' roles

▪ Production

No.	Teacher's roles	Students' roles

❖ Post- Teaching

No.	Teacher's roles	Students' roles
1.	The teacher checks for the students understanding	The students are expected to ask the teacher about the material.
2.	Together with the students, the teacher concludes the topic discussed.	The students are expected to conclude the materials (together with the teacher).
3.	The teacher leads the prayer and says good bye.	Students' say a prayer and say good bye.

Media: video, a large paper of a descriptive text, print of passage.

Sources:

- Priyana, Jaka. 2008. *Scaffolding*. Jakarta: BSE.
- Kumalarini, T. et. Al. 2008. *Contextual Teaching and Learning Bahasa Inggris SMP*. Jakarta: BSE.
- Artono, W. et. al. 2008. *English in Focus*. Jakarta: BSE.
- <http://www.youtube.com/watch?v=B311PJtrjI0> taken on April 2nd, 2013
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LESSON PLAN

Cycle	: 2 (6 th Meeting)
School	: SMP IT Abu Bakar Yogyakarta
Grade/ Semester	: VII/ 2
Skills	: Writing
Time Allocation	: 2 X 40'
Standard of Competency	: 12. Expressing the meaning of simple functional written texts and short essays in the form of descriptive and procedure to interact with the closest environment
Basic competency	: 12.1. Expressing the meaning and rhetorical steps in very simple short essays with written language varieties accurately, fluently and communicatively to interact with the closest environment in the form of descriptive and procedure texts
Objective	: At the end of the lesson, the students are able to identify language features of descriptive texts by listing some adjectives in describing a person
Indicators	: 1. Identifying generic structure of descriptive texts 2. Identifying adjectives and verbs used as the language features of descriptive texts
Materials	:

Method: Presentation, Practice, Production

Teaching Procedures:

❖ Pre-Teaching

No.	Teacher's activity
1.	Greeting
2.	Checking the attendance
3.	The teacher asks questions related to the materials.

❖ Main Teaching

Production

No.	Teacher's roles	Students' roles
1.	The teacher asks the students to make a text based on a picture and giving time to students to write the text.	
2.	The teacher asks them	

	whether they're ready to do a task individually or they still have difficulties.	
3.	If the students are ready the teacher asks them to write a descriptive text individually.	
4.	Observing the students.	
5.	Telling the students that the time is up	Submitting their work

❖ Post- Teaching

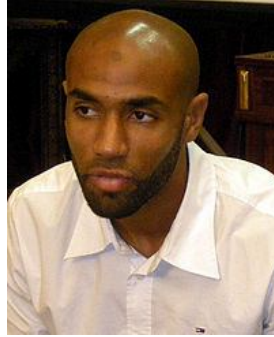
No.	Teacher's roles	Students' roles
1.	The teacher checks for the students understanding	The students are expected to ask the teacher about the material.
2.	Together with the students, the teacher concludes the topic discussed.	The students are expected to conclude the materials (together with the teacher).
3.	The teacher leads the prayer and says good bye.	Students' say a prayer and say good bye.

Media: video, a large paper of a descriptive text, print of passage.

Sources:

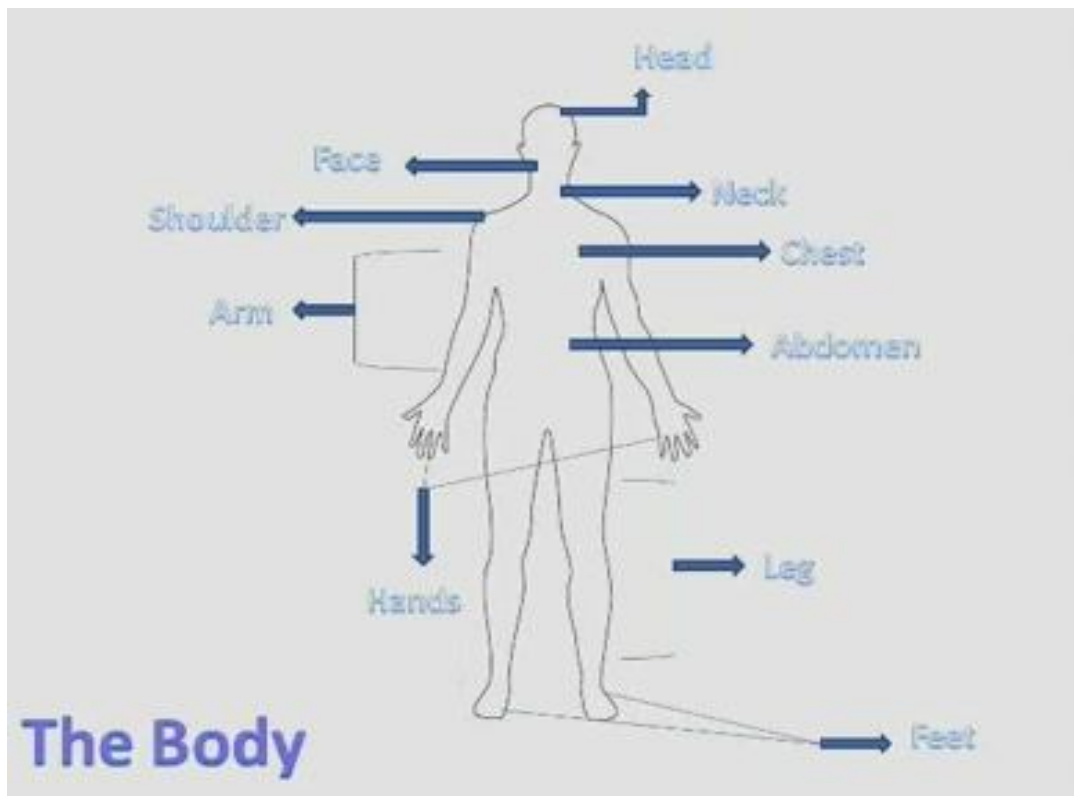
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- Kumalarini, T. et. Al. 2008. *Contextual Teaching and Learning Bahasa Inggris SMP*. Jakarta: BSE.
- Artono, W. et. al. 2008. *English in Focus*. Jakarta: BSE.

Descriptive texts module



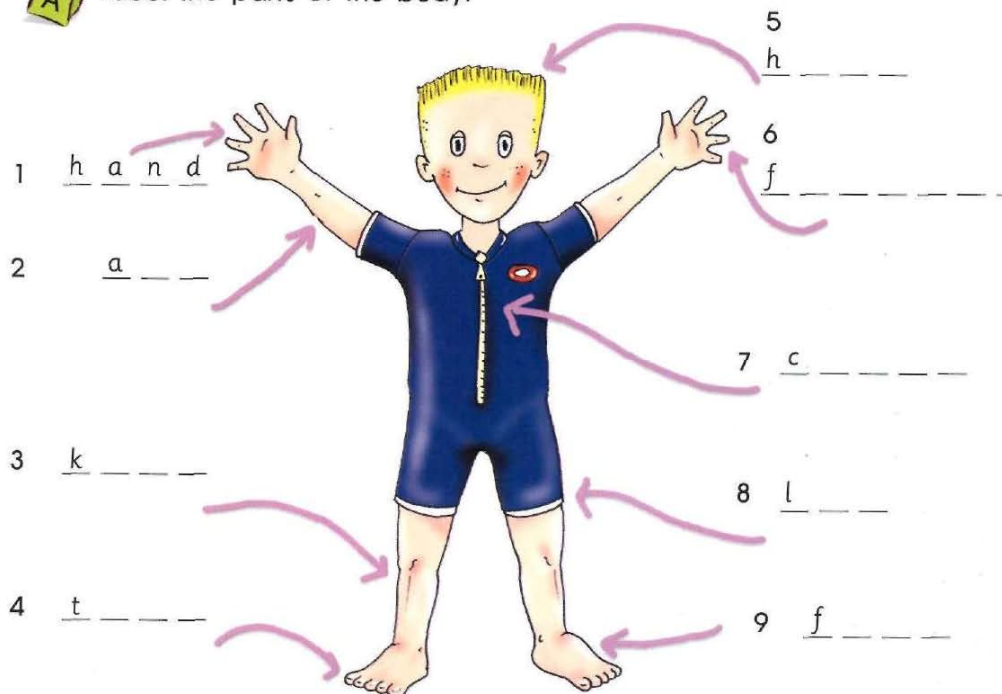
Can you describe them?

Presented by Novia N I khlasia for class 7C and 7D

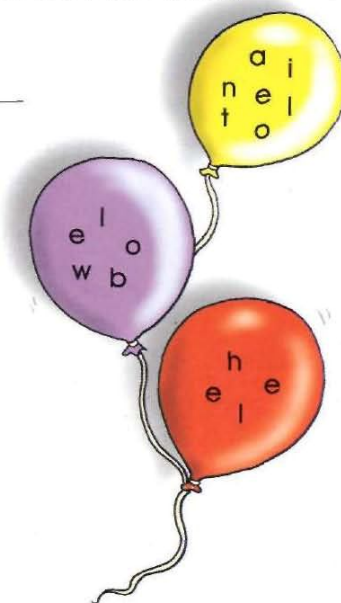
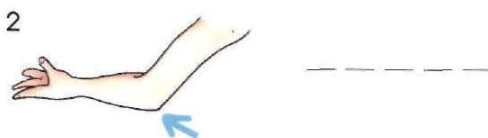


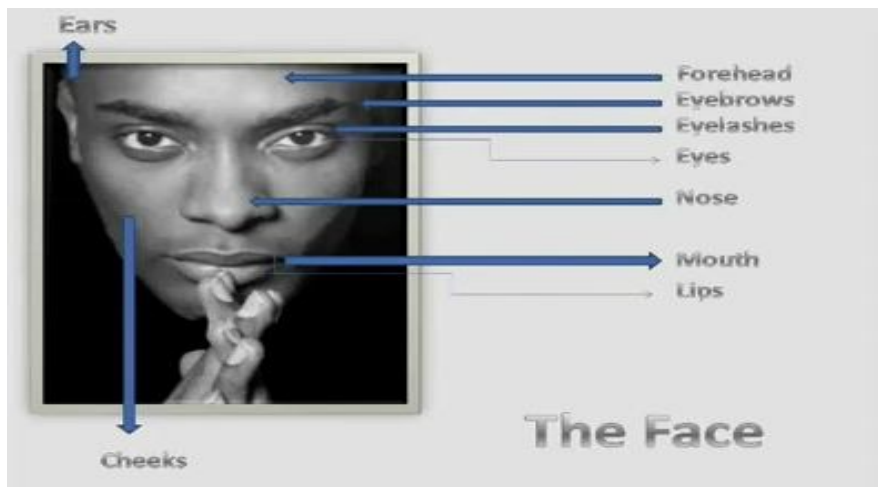
PEOPLE: THE BODY

A Label the parts of the body.



B Look at the pictures and letters and write the words.





Descriptive text → DESCRIBE = menggambar

Apa yang dipelajari dari descriptive text? Descriptive text ini dapat dijumpai di berbagai bacaan. Text ini membahas tentang tempat, orang, benda atau apapun dengan kata-kata sehingga pembaca mendapatkan sebuah gambaran.

Describing a person (menggambarkan seseorang)

1. Verb "to be" and "to have"

"To be" describes a person's nationality (kewarganegaraan), profession/ job (pekerjaan), age (usia), height or weight (tinggi badan atau berat badan, personality (kepribadian).

e.g.:	He is from Spain. He is <u>Spanish</u> .
	She is from U.S. She is <u>American</u> . (nationality)
	He is an <u>actor</u> . She is a <u>politician</u> . They're <u>musicians</u> . (job)
	He's <u>young</u> . He's <u>middle aged</u> . She's <u>old</u> . She is <u>25 years old</u> . (age)
	He's <u>tall</u> . She's <u>short</u> . He is <u>thin</u> . She is <u>fat</u> . He is <u>average height</u> . She is <u>average weight</u> . (height/ weight)
	He is <u>funny</u> . She is <u>serious</u> . They're <u>sociable</u> . (personality)

"To have" is used to describe a person's hairstyle, eye color.

e.g.:	He has <u>short brown</u> hair. She has <u>long blonde</u> hair. He has blue eyes. She has brown eyes. They have green eyes.
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Kata kerja "to have" **tidak digunakan** untuk menyatakan **usia**.

Misal : My sister **has** 20 years old. (salah)

My sister **is** 20 years old. (benar)

2. Adjectives (kata sifat)

Adjective atau kata sifat adalah kata yang digunakan untuk menggambarkan seseorang, sesuatu baik benda hidup maupun mati dan kata ganti. (catatan: kata "dia" atau "she", "he" dan "it", "saya" atau "I", "kamu" / "you", "mereka" / "they", "who" (orang yang ...), "which" (benda yang ...) dsb.)

e.g.:	Tall < short	artinya: ... < ...
	Young < old	artinya: ... < ...
	Heavy/fat < thin	artinya: ... < ...
	Handsome < ugly	artinya: ... < ...
	Rich < poor	artinya: ... < ...
	Large < small	artinya: ... < ...
	Noisy < quiet	artinya: ... < ...

Adjective tidak memiliki bentuk tunggal (singular) maupun jamak (plural) seperti halnya noun (kata benda).

Bagian-bagian dari sebuah descriptive text (generic sructure/ struktur umum)

1. Introduction (pendahuluan yakni berupa perkenalan tentang siapa (who) atau apa(what))

Who or what (apa atau siapa) yang akan **digambarkan** oleh kita adalah bagian introduction.

2. Description

Sifat-sifat/ perilaku (termasuk kehebatan dan kekurangan), usia, gambaran fisik, kebiasaan adalah bagian description.

Simple present tense

Language feature dari descriptive text yang ketiga adalah simple present tense. Adalah tenses yang digunakan untuk mengEKSPRESIkan kegiatan yang diulang-ulang atau teratur dilakukan. Misalnya ikut ekstrakurikuler pramuka sekali seminggu

(contoh: I join my school's scout activities once a week. (Aku berpartisipasi kegiatan-kegiatan pramuka sekolahku sekali seminggu.)).

Namun perlu diperhatikan bahwa simple present tense tidak digunakan dalam descriptive text yang **menggambar**kan benda/ seseorang di masa lampau. Seseorang atau benda yang pernah kita miliki di masa lampau **digambar**kan dalam **descriptive text** dengan simple past tense. Jadi language feature yang digunakan untuk **menggambar**kan benda yang dimiliki di masa lalu adalah simple past tense.

Simple **present** tense → S + V1 + ... atau S + to be + ...

Simple **past** tense → S + V2 + ... atau S + to be (bentuk past) + ...

Linking verbs

Language feature yang keempat dari descriptive text adalah linking verbs. Linking verb ini **fungsinya seperti "to be" yang diikuti oleh adjective (kata sifat) yakni untuk menyatakan kepribadian seseorang dan kualitas seseorang atau benda (kehebatan/ kelemahan) yang menjadi subjek kalimat. "To be" sendiri adalah salah satu contoh dari linking verbs.**

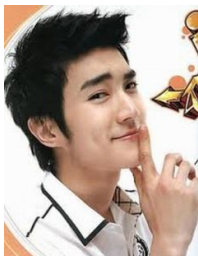
be, look, feel, taste, smell, sound, seem, appear, get, become, grow, stay, keep, turn, prove, go, remain, resemble, run, lie

Contoh: Your voice **sounds** beautiful. (Suaramu terdengar indah.)

You **look** handsome. (Kamu terlihat tampan.)

My father **seems** tired. (Ayahku terlihat lelah.)

Look at the example



My Favourite Star
This is Siwon. I am sure that most of you know who Siwon is. However, I am not sure you know the details about him.

Siwon is one of Super Junior members. He has white skin, pointed nose and handsome face. His height is 183 cm. He is the tallest member of Super Junior. He is also grouped in Super Junior-M, a sub group of Super Junior for Chinese market. He is not only able to sing but also able to act. He gets many praises for his acting performance. Some of his dramas are Skip Beat and Oh My Lady. Talking about his personality, Siwon is responsible, religious and kind. That's a brief description of Siwon, my favourite star.

Generic structure : First part is introduction.
Second part is description.

Language Features: To be
To have
Adjectives
Linking verbs
Simple present tense

Video discussion (diskusi video)

HOW MANY ROOMS ARE THERE IN YOUR HOME? Artinya: ...

THERE ARE FIVE ROOMS IN MY HOME. Artinya: ...

LIVING ROOM

DINING ROOM

BEDROOM

BATHROOM

KITCHEN

Based on the video, differentiate "there are" from "there is". (Berdasarkan video tersebut, bedakan antara "there are" dengan "there is".)

"There are" digunakan untuk →...

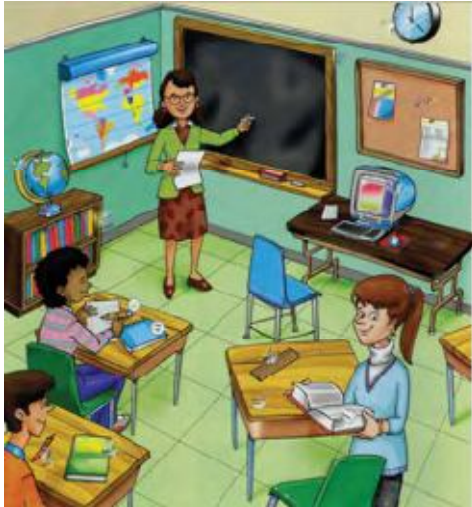
"There is" digunakan untuk → ...



My Bedroom

This is the picture of my bedroom. I want to describe it for you.

In my bedroom **there are** some things. They are a desk, a chair, a cupboard, a wardrobe, a fan, and a bed. My cupboard is above my desk. On my desk, there are a lamp, a laptop and a handphone. On the cupboard. On my cupboard, there are some books and bags. My wardrobe is near the door. Above my wardrobe there are some papers clipped on a whiteboard. In my wardrobe, my clothes are placed and on my wardrobe, there are a fan and some books. In my room, there are also a window and a door. The door is covered with pink curtain and the window is covered with white curtain.



Activity 1

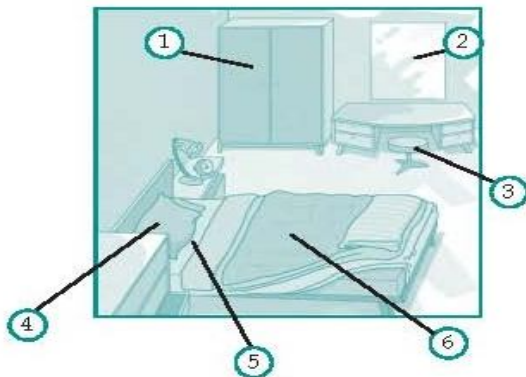
Work with your group. Describe your classroom with your friends, choose the words that really describe your classroom.

- 1.) The floor is (wide/ narrow)
- 2.) The wideboard is (clean/ dirty)
- 3.) The ceiling is (high/ low)
- 4.) The clock on the wall is (big/ small)
- 5.) The windows are (open/ closed)
- 6.) The light on the ceiling is (on/ off)

Activity 2

Combine the completed sentences in activity 1 into a paragraph. Start with the following sentence.

We study in a nice classroom. The floor The whiteboard ...
 . The ceiling The clock on the wall The windows ...
 . The light on the ceiling



This room is my bedroom.

There are _____ in it.

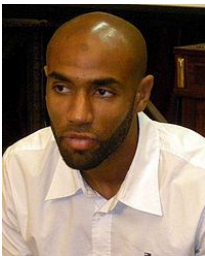
a sheet
 a stool
 a wardrobe
 a blanket
 a pillow
 a mirror



Work with your group. Describe Zidane's bedroom with 6 sentences.



Name: Zinedine Zidane (Zainuddin Zidan)
Date of birth:
Height: cm
Profession: football/ soccer player
Nationality:
Religion:



Date of
birth: 2
September
1977
Height:
193 cm

Kanoute

Perhaps you do not know who he is. He is Frederic Oumar Kanoute. He is a muslim football player from Mali. Let me describe what he looks like and how he behaves.

He is bald. He has thick eyebrows, big nose, and wide lips. His upper lip is thinner than his lower lip. He has dark brown skin. He has sharp chin. He is tall. He is a striker. He is 35 years old. His mother is a French and his father is a Malian. He is obedient to Islamic rules.

For examples, he refused to wear a Sevilla shirt because the shirt showed the name of club sponsor "888.com" company which is worked for gambling but gambling against the principles of Islam. His most impressive obedience is that he still does Ramadhan fasting whenever he plays on Ramadhan month. His other good act is that he paid more than US \$700,000 to buy a mosque in Seville. That's all about Kanoute. I hope you will get an inspiration to do good deeds from Kanoute's behaviour description.

Generic structure : First part is introduction.
Second part is description.

Language Features: To be
To have
Adjectives
Linking verbs

Task 1

Find several mistakes in this text. Make an underline for every mistake and correct them by re-writing the text.



My house was at Jl. Kartini. It was big and nice It have two floors. it has a livingroom, a small kitchen, and a bathroom on the first floor. On the second floor there is three bedrooms and a bathroom. my parents' bedroom was big. My brother's room is next to my room My room are small but I like it. it had light green wall. there is a desk with a computer on it. i do My homeworks there. There are also a nice garden in font of my house and I often play in the garden. We love our house.

Task 2

Write a descriptive text about this picture (Mesut Ozil's fireplace room) with 7 sentences.



Field notes & interviews

FIELD NOTES

FN 1

Class Observation

Hari, Tanggal : Kamis, 25 April 2013

Tempat : Ruang kelas 7C, SMP IT ABY

R : Peneliti

U : Guru Bahasa Inggris/ Ustadzah Bahasa Inggris

1. Beberapa siswa tidak menyadari bahwa ustadzah mereka sudah masuk ke kelas. Mereka masih di luar kelas baik itu di masjid maupun di kantin. R melihat beberapa murid kelas 7C masih di dua tempat itu meskipun mereka tau bahwa jam istirahat mereka sudah habis.
2. U membuka pelajaran dengan salam dan apersepsi. U bertanya apakah para siswa masih mengingat pelajaran sebelumnya. Hanya dua orang yang menjawab pertanyaan U para siswa yang lain tidak mengatakan apapun. Setelah itu U memeriksa absensi dan pada saat yang bersamaan para siswa yang tadi tampak masih di luar meski jam istirahat telah usai masuk ke dalam kelas. U menjelaskan tentang teks deskriptif. Metode yang digunakan untuk menyampaikan materi tampak tidak menarik bagi siswa. Hal ini diketahui dari reaksi siswa terhadap proses KBM. Ketika U menulis struktur general dari teks deskriptif ada beberapa siswa yang sedang berbicara dengan teman mereka. Beberapa siswa juga terlihat mengantuk dan lelah dan beberapa siswa yang lain melakukan aktifitas apapun yang tidak berkaitan dengan KBM atau memperhatikan guru. Hanya murid yang duduk di depan dan baris kedua yang memperhatikan. U berusaha menarik perhatian siswa dengan member peringatan. Siswa-siswa yang diberi peringatan langsung diam akan tetapi beberapa menit kemudian, mereka kembali bercakap tanpa takut diberi perinaagatan lagi.lalu U meminta para siswa yang ramai untuk membaca contoh teks deskriptif pada pertemuan sebelumnya. Pada saat para siswa ini membaaca, para siswa yang lain tidak memperhatikan teman yang membaca

teks. Lalu U meminta para siswa untuk mengerjakan latihan di buku. 40 menit kemudian U membahas latihan tersebut. Namun banyak para siswa yang tidak selesai mengerjakannya. Di akhir pelajaran U memperkenalkan R yang memang sudah familiar dengan para siswa karena R mengajar SES di sekolah mereka. Para siswa hanya tersenyum.

3. Bel berbunyi. U meminta salah seorang siswa untuk memimpin doa di depan kelas dan siswa pulang.

FN2

Meeting 1

Cycle 1

Hari, Tanggal : Kamis, 2 Mei 2013

Tempat : Ruang kelas 7C SMP IT ABY

R : Peneliti

U : Guru Bahasa Inggris/ Ustadzah Bahasa Inggris

P tiba pukul 13.00 dan menuju ruang guru putri.

1. Para siswa yang memang sudah familiar dengan P tersenyum ketika P memasuki kelas mereka pukul 14.15.
2. P membuka pelajaran dengan salam dan lalu berdoa sejenak.
3. P memulai pelajaran dengan pertanyaan, "do you have an idol?"
4. Beberapa siswa menjawab, "I have, Miss." Sedangkan yang lain menyebutkan nama-nama idola mereka.
5. P hanya melihat buku absen tanpa bertanya siapa yang absen.
6. P menyanyikan kepada 3 anak 7C yang tergabung ke dalam 3 kelompok yang berbeda dalam SES. Siswa yang menjadi anggota level III hanya menyebutkan nama idolanya. Sedangkan anak dari level II menjawab, "My idol CNBlue." Sedangkan siswa di level I menjawab "I have idol and his name is Ozil."

7. P menuliskan jawaban-jawaban itu dan mendiskusikan adakah yang kurang dari kalimat-kalimat tersebut.
8. P siswa menjadi 7 kelompok yang terdiri dari 4 atau 5 orang dan menyuruh mereka duduk bersama kelompoknya.
9. P menayangkan video dan melakukan proses KBM sesuai lesson plan.
10. Para siswa:

Kelompok 1	Ghifarul Fikri Dhian Reza Rynaldy Shulton G Ahmad Ma'ruf F
Kelompok 2	Nasyith Galih Farhan Ramadhan M.Lukmanul Hakim Dany Amru N
Kelompok 3	Hafizh Bari' Nurrahim Muhammad Farras W Muh Iqbal A
Kelompok 4	Faris taufiq A Muh T. Arrofi Muh Nabil B J. Erlandhika SD
Kelompok 5	Aziz Al hakim Raihan Rafif Ghulam Fadhil A Haidar Taqy
Kelompok 6	M haqqul faiz fachri Muzakki TA Muh Budi S Rahardian Priadhi
Kelompok 7	Avicenna A Esa inzaghi W Yasir M Irfan M wafa AF

11. Observation:

Kelompok 1

Kelompok ini cukup ramai namun mereka masih tetap mengerjakan tugas mereka dengan baik. Mereka tampak berdiskusi dengan teman satu kelompoknya. Mereka tampak tidak asing dengan sebagian besar kata sifat yang ada di dalam latihan. Selain

dua orang dalam kelompok ini yang dikategorikan di level 1, salah satu dari mereka juga membawa kamus. Karena hal itulah kelompok ini tidak menemui kesulitan mengerjakan latihan. Hanya beberapa kata sifat saja yang mereka tidak tau.

Kelompok 2

Kelompok ini ramai karena bercanda namun tetap mengerjakan tugasnya dengan baik. Salah satu anggotanya tidak begitu aktif karena ia lebih sering memancing candaan di antara teman-temannya. Sedangkan siswa yang lain dalam kelompok ini mau berja dengan baik. Mereka salaing bertanya dan sesekali bertanya kepada P. Kelompok ini mampu mengerjakan sebagian besar soal meskipun tidak ada yang membawa kamus.

Kelompok 3

Kelompok ini dua orang anggotanya tidak begitu aktif. hanya ada dua orang yang berusaha mengerjakan latihan-latihan yang diberikan. Kedua orang yang aktif berdiskusi dan membuka kamus. Sedangkan dua orang siswa tidak begitu aktif hanya melihat da mencatat jawaban dari kedua atemannya yang lain. Dua orang siswa yang tidak begitu aktif hanya sesekali bertanya kepada temannya jika ada jawaban yang dicoret-coret berkali-kali dua orang yang aktif tampaknya menuliskan terlebih dahulu semua jawaban yang sepertinya mereka tau sehingga beberapa kata sifat yang ternyata mempunyai arti yang berbeda dengan yang dimaksud di soal mereka coret dan mereka ganti jawabannya.

Kelompok 4

Kelompok ini bisa dikatakan sebagai kelompok terkompak. Ada yang mencatat dan ada yang membuka kamus. Satu orang mencatat dan 3 orang yang lainnya bertanya. Satu orang diantaranya selain mau bertanya ia juga membawa kamus. Mereka bisa mengerjakan tugas mereka dengan baik.

Kelompok 5

Kelompok ini sering bercanda namun mereka tidak harus menunggu P menghampiri mereka untuk mengerjakan latihan dengan baik. Mereka sibuk bertanya jawab dan menegemukakan pendapat mereka masing-masing. Mereka mau bertanya kepada P dan meminjam kamus dari temannya.

Kelompok 6

Kelompok ini lebih sering membicarakan hal-hal lain di luar pelajaran. Mereka seolah tidak mengalami kesulitan karena tidak pernah bertanya kepada P. P kemudian menghampiri mereka dan berinisiatif untuk meminta mereka mengerjakan tugasnya dengan baik.

Kelompok 7

Mereka adalah 4 orang siswa yang mengerjakan tugasnya hampir sama seperti kelompok 3. Ada 2 orang yang tidak aktif berpartisipasi dalam mengerjakan latihan. 2 orang aktif mengerjakan dan 2 orang yang lain hanya mengobrol. Dua orang yang aktif mau bertanya kepada P dan kepada temannya dari kelompok lain karena mereka tidak membawa kamus.

Field Note 3

Meeting 2

Cycle 1

Hari, Tanggal : Selasa, 7 Mei 2013

Tempat : Kelas 7C SMP IT ABY

R : Peneliti

U : Guru Bahasa Inggris/ Ustadzah Bahasa Inggris

P dan U menuju kelas 7C. Para siswa masih tampak bermain di dalam maupun di luar kelas. R dan U menunggu hingga para siswa memasuki kelas.

1. U membuka kelas dan mempersilahkan R melanjutkan pelajaran. R membuka kelas dengan *greeting* "Good afternoon, everyone". Para siswa sedikit diam dan menjawab *greeting* dengan pelan. R mengecek kehadiran siswa. Ada satu siswa yang tidak hadir.

2. R menayangkan video dan melakukan KBM sesuai dengan lesson plan pada pertemuan kedua. Seperti biasa R meminta siswa untuk mendiskusikan isi video tersebut. Para siswa sibuk berdiskusi dengan teman-temannya. Setelah selesai mereka diminta untuk menyampaikan isi video tersebut. Beberapa siswa menjawab tentang deskriptif teks. Lalu R meminta para siswa untuk memperhatikan sebuah teks yang lain dan membandingkan keduanya apakah keduanya memiliki persamaan. Meskipun di semester satu kelas 7 sudah mendapatkan materi tentang deskriptif teks namun tidak ada satupun siswa yang menjawab. Akhirnya R meminta siswa untuk memperhatikan hand out yang diberikan oleh R. R menjelaskan bahwa poin-poin yang ada di dalam hand out tersebut adalah tentang komponen bahasa yang ada dalam deskriptif teks. Lalu R bertanya apakah mereka masih ingat dengan video yang diputar di pertemuan yang lalu. Mereka lalu menjawab, "Iya Miss." R lalu bertanya apakah mereka paham dengan isi hand out tersebut. Mereka menjawab bahwa mereka paham. Para siswa lalu diminta untuk mengisi kolom-kolom kosong. Mereka tampak sibuk mengerjakan tugasnya. Di sesi pembahasan, para siswa diminta untuk secepat mungkin menempelkan jawaban yang ada di flash cards yang sudah disiapkan R agar teman mereka tidak mendahului mereka. Tidak ada kesulitan dalam mengisi kolom-kolom kosong tersebut. Mereka pun diminta untuk melingkari bagian-bagian dari deskriptif teks tersebut. Mereka mampu mengidentifikasi generic structure dari teks deskriptif. R terus melakukan apa yang direncanakan dalam RPP. The researcher observed the students' activity when they worked in groups and frequently asked them whether they found difficulties or not. Yet, they said that they did not find difficulties in arranging the jumbled paragraph.
3. P akhirnya menyimpulkan kembali materi yang sudah diajarkan. Lalu, tanpa diminta, seorang siswa maju ke depan untuk memimpin doa. P menutup kelas dan berterima kasih atas pertemuannya hari ini.

Field Note 4

Meeting 3

Cycle 1

Hari, Tanggal : Kamis, 9 Mei 2013

Tempat : Ruang kelas 7C, SMP IT Abu Bakar Yogyakarta

R : Peneliti

U : Guru Bahasa Inggris/ Ustadzah Bahasa Inggris

1. R bertanya apakah mereka masih ingat dengan video yang diputar pada pertemuan yang lalu. Para siswa menjawab, "Beckham Miss." lalu R mengemukakan bahwa hari ini mereka akan belajar mengoreksi tulisan mereka sendiri. Tema yang dibahas pertemuan yang lalu adalah tentang pemain sepakbola terkenal. Mereka lalu ditanya tentang siapa nama pemain bola yang pada pertemuan yang lalu mereka deskripsikan bersama teman sekelompok mereka. Mereka serempak menjawab "Ozil!" lalu R meminta mereka memperhatikan sebuah teks yang R bagikan kepada mereka. Teks tersebut adalah teks dari salah satu kelompok. R sedang berusaha mendampingi para siswa untuk mengetahui apa saja kesalahan yang mereka buat dalam teks yang telah mereka buat pada pertemuan sebelumnya. Setelah membahas error yang terdapat di satu teks tersebut, R meminta siswa untuk duduk bersama teman-teman kelompok mereka sbelumnya. Mereka lalu diminta melakukan kegiatan seperti yang direncanakan R. They were able to identify the generic structure and they can fill in the blanks using the words in flash cards. R interviewed the students and found out that they enjoyed the activities.
2. P akhirnya menyimpulkan kembali materi yang sudah diajarkan dan meminta salah satu siswa memimpin doa. P menutup kelas dan berterima kasih atas waktu yang diberikan.

Field Note 5

Meeting 4

Cycle 2

Hari, Tanggal : Selasa, 14 Mei 2013

Tempat : Ruang kelas 7 C, SMP IT Abu Bakar Yogyakarta

R : Peneliti

U : Guru Bahasa Inggris/ Ustadzah Bahasa Inggris

1. Pertemuan keempat ini fokusnya adalah describing rooms. Seperti biasa P memutar video dan melakukan proses yang direncanakan dalam RPP. Para siswa pada umumnya mengikuti pelajaran dengan baik karena mereka bekerja dengan temannya. Hambatan yang dihadapi kali ini adalah mencari LCD sekolah yang masih memiliki kabel yang pas.
2. Para siswa mengikuti pelajaran dengan baik. Pada pertemuan sebelumnya mereka diminta untuk membawa kamus. Sebagian besar dari mereka pada hari ini membawa kamus. Para siswa bertanya kepada R atau teman bila mereka mengalami kesulitan. The researcher observed the students' activities with their group. All of them were well involved in working. There are some students who were discussing what they want to write about the bedroom showed in the picture. In this second cycle, there were more students who brought the dictionary. In two of the student groups, the researcher saw certain students were explaining the errors made by their friends. She came to these two groups and asked them what they were doing. Certain student in these two groups answered that if we make a sentence we have to put a full stop and these certain students also tell their friends some words which were not known by their friends.
3. R akhirnya menyimpulkan kembali materi yang sudah diajarkan secara sangat singkat karena waktu sudah mendekati bel pulang. R menutup kelas dengan berdoa dan salam.

Field Note 6

Cycle 2

Meeting 5

Hari, Tanggal : Kamis, 16 Mei 2013

Tempat : Ruang kelas 7C SMP IT Abu Bakar Yogyakarta

R : Peneliti

U : Guru Bahasa Inggris/ Ustadzah Bahasa Inggris

C : Kolaborator

R bersama C memasuki kelas 7C. U langsung menuju ke bagian belakang kelas dan duduk mengisi observation.

1. R langsung membuka pelajaran dengan greeting. Kemudian P mengecek kehadiran siswa. Setelah itu memutar video quiz tentang parts of a house sebagai review pertemuan sebelumnya.
2. R memulai topik pembahasan dengan menunjukkan kembali contoh-contoh descriptive texts yang sudah dipelajari pada pertemuan sebelumnya. P meminta siswa untuk kembali memperhatikan language feature yang ada di dalamnya. R melakukan apa yang ada di RPP.
3. Waktu pelajaran hampir habis, P meminta siswa agar segera mengumpulkan pekerjaan mereka dan mengingatkan mereka untuk tidak lupa menuliskan nama dan nomor siswa mereka di kolom yang sudah disediakan. P memberi keluasaan waktu untuk siswa yang terlihat sangat antusias dan pendiam tetapi belum selesai mengerjakan hingga jam pelajaran habis.
4. P memberi kesimpulan singkat tentang materi hari ini dan menanyakan kesulitan yang dihadapi siswa. Siswa tampak sibuk dengan diri mereka sendiri demi menunggu bel berbunyi, sebagai tanda mereka diperbolehkan pulang.
5. P langsung menutup kelas dengan doa dan greeting.

Field Notes 7

Cycle 2

Meeting 6

Hari, Tanggal : Selasa, 21 Mei 2013

Tempat : Kelas 7C SMP IT ABY

P : Peneliti

U : Guru Bahasa Inggris/ Ustadzah Bahasa Inggris

Karena U berhalangAn hadir pada pertemuan kelima maka langkah dalam RPP sebelumnya sebagian dilakukan di pertemuan terakhir ini.

1. P membuka pelajaran dengan greeting dalam bahasa Inggris. Para siswa menjawab serempak dengan bahasa Inggris pula. P mengecek kehadiran siswa.
2. P memulai topik pembahasan dengan mengecek pemahaman siswa akan materi sebelumnya dan menanyakan apakah para siswa siap bila hari ini tugas mereka adalah tugas individu. Namun sebelum tugas individu itu diberikan R terlebih dahulu melanjutkan kegiatan KBM yang belum terlaksana di pertemuan kelima.
3. The researcher asked whether the students were ready to do an individual task or still found difficulties in writing descriptive texts. The students answered that they were ready to do the final task. Then the researcher reviewed some materials about descriptive texts by replaying some videos from the previous meetings. The videos were about the language features and the generic structure of descriptive texts. The researcher asked whether the students had questions or not. After the students were ready to do the task which the researcher gave, the researcher spread the worksheets.
4. P akhirnya menyimpulkan kembali materi yang sudah diajarkan dan meminta salah satu siswa memimpin doa. P menutup kelas dan memberikan hadiah sebagai ungkapan terima kasih atas kerja sama para siswa.

INTERVIEW TRANSCRIPTS

Interview G1

Tanggal : 28 April 2013
Tempat : Ruang Guru
Narasumber : Ustadzah Bahasa Inggris

R: Assalamu'alaykum. Us bisa minta waktu sebentar untuk bertanya tentang KBM

U: Iya

R: Us, selama saya menjadi tentor di SES saya menilai bahwa para siswa perlu diberikan perhatian khusus dalam hal writing.

U: iya saya rasa juga begitu.

R: kalau kesulitan siswa dalam hal writing itu apa saja?

U: seperti biasa Mbak. Grammar, vocab, tenses. Ya masalah-masalah umumlah dalam writing.

R: Us kalau pelajaran writing biasanya diberikan feedback?

U: iya biasanya langsung dibahas salahnya apa saja.

R: Oh begitu ya Us. Permissi Us saya mau wawancara dengan siswa.

Interview S1

R: hai Dek. Mau Tanya kalian pada suka bahasa Inggris?

S1: ga terlalu Miss.

S4: kalo aku suka.

S5: lumayan

R: kesulitan kalian pas pelajaran b inggris apa?

S1: kata-katanya banyak yang nggak tau artinya

S29: grammar Miss. Kalo bikin kalimat itu belum bisa.

R: kalo nulis kalian sering lupa tanda baca?

S1 & S29: hehehe. Iya Miss

R: kalo pas nulis teks deskriptif kesulitan kalian apa?

S 12: kalo pas nulis itu bingung gimana bikin kalimatnya

R: yang lain apa?

S12: sama aja sih Miss. Suka bingung kalo nggak ngerti artinya.

S 4: hmm... kayak pas mau nulis itu pake 'is' atau pake 'have'. Itu kan Miss kalo buat teks deskrip... deskriptif.

R: oh... masih inget ya pake dua kata kerja itu, to be and to have? Nggak bisa mbedain kapan pake 'is' atau 'to' sama 'to have' dan kapan pake 'to have'?

S4: mm... sering nggak ngerti artinya Miss.

R: lho.. bukannya 'have' itu artinya mempunyai?

S4: iya sih tapi...

R: emang kamu kalo nulis deskriptif teks gimana? Bisa kasih contoh kalimat?

S4: she have beautiful face.

R: kalo yang pake 'to be' bisa?

S4: she beautiful.

R: itu berarti masih bingung nulis kata kerja untuk kalimat dalam deskriptif teks.

Interview G2 Reflection

R: Bagaimana menurut Ustadzah s kegiatan-kegiatan di siklus 1 dengan 3 kali pertemuan ini?

U: Saya rasa sudah lumayan. Hanya saja suara anti (anti = kamu) kurang keras dan anak-anak banyak yang tidak membawa kamus.

R: Kalau menurut Ustadzah kira-kira apa yang bisa kita lakukan untuk siklus kedua agar ada peningkatan dari siklus pertama?

U: Mungkin kita nanti kita menyetting kelas agar ada kamus sebelum anak-anak datang.

R: kalau RPP-nya Us?

U: Saya rasa sudah baik.

R: kemarin waktu selesai pertemuan pertama, anak-ang mintanya tentang pemain bola Us.

U: ya namanya anak laki-laki (sambil tersenyum)

Interview S2

R: dek, gimana suka belajar pake video?

S14: yes

S24: mm... kalo nggak paham ya aku nggak suka, Miss.

S9: aku juga nggak suka kalo aku nggak paham.

S7: I like it if the videos are about my favourite artists or football players. Aku suka kalo videonya tentang artis favoritku atau pemain sepakbola.

R: kalo ngerjain tugas bareng temen2 kalian gimana? Kalian suka?

S7: yes

S24:seneng Miss

S9: yes

S14: yes

R: kenapa?

S24: karena ada yang mbantuin nggarap tugas Miss.

R: Kalo nulis itu dapat koreksian apa dari kelompok lain?

S7: banyak

S9: kurang kata-kata Miss.

R: kata yang mana?

S14: to be

S24: aku sering lupa merubah 'have' jadi 'has' pas nulis.

Interview G3

R: gimana Us?

U: sudah cukup ya. Karena anak-anak lumayan sekarang perhatiannya ke pelajaran. Mereka juga terlihat bersemangat ketika mengerjakan tugas.

Students' Scores in Pre-research

No	Students' Name	Aspects															Total
		content			Org.			Vocab.			Lang. use			Mech.			
		R	U	A	R	U	A	R	U	A	R	U	A	R	U	A	
1.	Avicenna A.	17	17	17	13	14	13.5	13	14	13.5	16	16	16	3	3	3	70
2.	Ahmad Ma'ruf F.	16	16	16	13	13	13	14	15	14.5	15	16	15.5	3	3	3	62
3.	Dany Amru N	19	20	19.5	16	17	16.5	14	15	14.5	17	17	17	4	4	4	71.5
4.	Dhian Reza I	19	20	19.5	15	16	15.5	14	15	14.5	17	17	17	3	4	3.5	70
5.	Esa Inzaghi W	17	18	17.5	14	14	14	13	14	13.5	17	17	17	3	3	3	65
6.	Fachri Muzakki	17	18	17.5	14	14	14	13	13	13	15	15	15	3	3	3	62.5
7.	Farhan Ramadan	16	16	16	14	15	14.5	13	13	13	14	15	14.5	3	3	3	61
8.	Faris Taufiq	16	16	16	13	13	13	14	14	14	16	17	16.5	3	4	3.5	63
9.	Farras Wicaksono	22	22	22	17	17	17	16	16	16	20	20	20	4	4	4	79
10.	Ghifarul Fikri	16	16	16	13	14	13.5	12	13	12.5	14	14	14	3	3	3	59
11.	Ghulam Fadil	18	18	18	13	13	13	12	12	12	13	14	13.5	3	3	3	59.5
12.	Hafizh Bari	18	18	18	13	14	13.5	13	13	13	16	16	16	3	4	3.5	64
13.	Javier Erlandhika	20	21	20.5	15	15	15	15	16	15.5	16	17	16.5	3	3	3	70.5
14.	Luqmanul Hakim	14	14	14	11	11	11	10	10	10	13	13	13	2	3	2.5	50.5
15.	Muh Aziz Alhakim	15	15	15	11	11	11	14	14	14	15	16	15.5	2	3	2.5	58
16.	Muh Iqbal A	17	17	17	11	12	11.5	12	12	12	15	15	15	3	3	3	58.5

[illegible]

N o	Name	Aspect															TOT
		C			O			V			L U			M			
		R	U	A	R	U	A	R	U	A	R	U	A	R	U	A	
1	Avicenna A.	21	21	21	18	18	18	17	18	17.5	18	18	18	4	4	4	78.5
2	Ahmad Ma'ruf F.	18	18	18	16	16	16	15	16	15.5	18	19	18.5	3	4	3.5	71.5
3	Dany Amru N	20	21	20.5	14	15	14.5	14	15	14.5	17	17	17	3	4	3.5	70
4	Dhian Reza I	21	21	21	17	18	17.5	17	17	17	19	19	19	4	4	4	78.5
5	Esa Inzaghi W	18	19	18.5	14	15	14.5	15	15	15	18	18	18	3	4	3.5	69.5
6	Fachri Muzakki	18	18	18	16	16	16	15	15	15	17	17	17	3	4	3.5	69.5
7	Farhan Ramadan	18	19	18.5	16	16	16	15	15	15	17	17	17	3	4	3.5	70
8	Faris Taufiq	19	20	19.5	17	17	17	16	16	16	19	20	19.5	3	4	3.5	75.5
9	Farras Wicaksono	24	24	24	18	19	18.5	18	18	18	22	23	22.5	4	4	4	87
10	Ghifarul Fikri	17	18	17.5	16	16	16	15	16	15.5	17	17	17	3	4	3.5	69.5
11	Ghulam Fadil	22	22	22	17	18	17.5	16	16	16	18	29	23.5	3	4	3.5	82.5
12	Hafizh Bari	22	23	22.5	17	18	17.5	16	17	16.5	18	19	18.5	3	4	3.5	78.5
13	Javier Erlandhika	22	22	22	15	15	15	15	15	15	18	19	18.5	3	4	3.5	74
14	Luqmanul Hakim	18	18	18	13	14	13.5	13	14	13.5	16	16	16	3	3	3	64
15	Muh Aziz Alhakim	16	16	16	15	15	15	15	15	15	14	14	14	3	3	3	63
16	Muh Iqbal A	21	22	21.5	16	16	16	15	15	15	17	17	17	3	3	3	72.5
17	Muh Nabil B	20	20	20	16	16	16	14	14	14	17	17	17	3	3	3	70
18	Muh T Arrofi	18	18	18	13	14	13.5	14	14	14	16	17	16.5	3	3	3	65
19	Muh Wafa AF	20	20	20	15	15	15	15	15	15	16	16	16	3	4	3.5	69.5
20	Nasyith Galih	17	18	17.5	13	13	13	13	13	13	15	15	15	3	3	3	61.5
21	Nurrahim Muhammad	18	18	18	14	14	14	14	14	14	17	17	17	3	3	3	66
22	Rahardian Priadi	21	21	21	18	19	18.5	17	17	17	18	18	18	4	4	4	78.5
23	Raihan Rafif	19	19	19	14	15	14.5	15	15	15	18	18	18	3	4	3.5	70
24	Rynaldy Shulton	18	18	18	16	16	16	15	16	15.5	17	18	17.5	3	3	3	70
25	Yassir Muh Irfan	20	20	20	18	19	18.5	18	18	18	19	20	19.5	3	4	3.5	79.5

26	Muhammad Haqqul Faiz	18	19	18.5	15	16	15.5	15	15	15	17	17	17	3	4	3.5	69.5
27	Salman Wafda	19	19	19	16	16	16	17	17	17	16	17	16.5	3	4	3.5	72
28	Muh Ali A	18	18	18	15	15	15	15	15	15	18	18	18	3	4	3.5	69.5
29	Haidar Taqy	16	16	16	13	13	13	12	12	12	16	16	16	3	3	3	60
	Muh Budi S																
	Mean			19.36207			15.75862			15.32759			17.68966			3.41379	71.55172
	Highest			24			18.5			18			23.5			4	87
	Lowest			14			13			12			14			3	60

Students' Scores after Cycle 2

No	Students' Name	Aspects															Total
		content			Org.			Vocab.			Lang. use			Mech.			
		R	U	A	R	U	A	R	U	A	R	U	A	R	U	A	
1.	Avicenna A.	20	20	20	17	17	17	17	17	17	20	20	20	4	4	4	78
2.	Ahmad Ma'ruf F.	23	23	23	19	19	19	17	18	17.5	21	21	21	4	4	4	84.5
3.	Dany Amru N	25	25	25	20	20	20	18	18	18	19	20	19.5	4	5	4.5	87
4.	Dhian Reza I	23	24	23.5	18	18	18	18	18	18	21	21	21	4	4	4	84.5
5.	Esa Inzaghi W	19	19	19	16	16	16	16	16	16	19	19	19	4	4	4	74
6.	Fachri Muzakki	21	21	21	16	17	16.5	16	16	16	17	17	17	4	4	4	74.5
7.	Farhan Ramadan	21	21	21	16	16	16	16	16	16	18	18	18	4	4	4	75
8.	Faris Taufiq	22	22	22	18	18	18	16	17	16.5	21	21	21	4	4	4	81.5
9.	Farras Wicaksono	27	27	27	20	20	20	20	20	20	23	23	23	4	5	4.5	94.5
10.	Ghifarul Fikri	18	19	18.5	17	17	17	16	16	16	18	18	18	3	4	3.5	73.5
11.	Ghulam Fadil	23	24	23.5	18	19	18.5	16	17	16.5	22	22	22	4	4	4	84.5
12.	Hafizh Bari	24	24	24	17	18	17.5	17	18	17.5	21	22	21.5	4	4	4	84.5
13.	Javier Erlandhika	23	24	23.5	18	19	18.5	16	17	16.5	22	22	22	4	4	4	84.5
14.	Luqmanul Hakim	18	18	18	14	14	14	14	14	14	17	17	17	3	4	3.5	66.5
15.	Muh Aziz Alhakim	18	18	18	16	16	16	15	15	15	14	15	14.5	3	3	3	66.5
16.	Muh Iqbal A	23	23	23	17	18	17.5	16	17	16.5	17	18	17.5	4	4	4	78.5

17.	Muh Nabil B	21	21	21	17	17	17	16	16	16	17	18	17.5	4	4	4	75.5
18.	Muh T Arrofi	20	21	20.5	15	16	15.5	16	16	16	18	18	18	4	4	4	74.5
19.	Muh Wafa AF	18	18	18	15	15	15	13	13	13	15	15	15	3	4	3.5	64.5
20.	Nasyith Galih	19	19	19	15	15	15	14	14	14	17	17	17	3	4	3.5	68.5
21.	Nurrahim Muhammad	24	24	24	20	20	20	18	19	18.5	18	18	18	4	4	4	84.5
22.	Rahardian Priadi	20	20	20	16	16	16	16	16	16	18	18	18	4	4	4	74
23.	Raihan Rafif	19	19	19	16	16	16	16	16	16	19	19	19	3	4	3.5	73.5
24.	Rynaldy Shulton	20	21	20.5	17	17	17	15	16	15.5	20	20	20	4	4	4	77
25.	Yassir Muh Irfan	19	19	19	16	17	16.5	17	18	17.5	18	18	18	4	4	4	75
26.	Muhammad Haqqul Faiz	20	21	20.5	15	16	15.5	16	16	16	18	18	18	4	4	4	74
27.	Salman Wafda	17	17	17	14	14	14	14	14	14	15	15	15	3	3	3	63
28.	Muh Ali A	22	23	22.5	20	20	20	19	19	19	20	20	20	4	5	4.5	86
29.	Haidar Taqy	19	20	19.5	16	17	16.5	16	16	16	18	18	18	3	4	3.5	
30.	Muh Budi S																
Mean				21.034			17.0517			16.379			18.741			3.879	77.086
Highest				27			20			20			23			4.5	
Lowest				17			14			13			14.5			3	

My laptop hard disk is being error and also unable to be opened. In addition, I don't have any back up files for this part, so I just scanned some parts which still can be found by me.

OBSERVATION SHEET

Number : Observation sheet 1
 Cycle : 1
 Meeting : 1
 Object : Researcher
 Time : /

2013

No.	Researcher's Activities	Yes	No	Description
1.	The researcher (TR) opens the class by greeting and checking students' attendance.			
2.	TR introduces the topic to the students.			
3.	TR identifies the students' major understanding about descriptive texts.			
4.	TR asks some students whether they have a favorite football player or a favourite star.			
5.	TR shows a photo of an actor.			TR shows a large photo of an actor.
6.	TR shows a compilation video of some videos related to descriptive text (using video to teach)			TR plays the video.
7.	TR relates the video content to the picture of the actor.			TR explains the relation of the photo and the video content.
8.	TR shows a model of descriptive text to the students.			TR puts a large paper where a model of descriptive text is written.
9.	TR applies the cooperative writing technique in the teaching learning process.			
a.	TR divides the students into groups.			
b.	TR provides time for students to work together.			
c.	TR gives an assignment as a collaborative exercise.			
10.	TR gives time to the students to deliver questions related to descriptive texts.			
11.	TR concludes the materials.			
12.	TR closes the class by leading a prayer.			

No: Observation Sheet 2

Cycle: 1

Meeting: 1

Object: students

Day/ date:

No.	Students' activities	yes	No	Description
1.	The students pay attention to the researcher's explanation			
2.	The students are active in the class.			
3.	The students concentrate to the researcher's explanation			
4.	The students understand the explanation about descriptive text.			
5.	The students do exercise in groups.			
6.	The students ask the researcher or their friend if they have difficulties.			
7.	All students bring dictionary.			

OBSERVATION SHEET

Number : Observation sheet 3

Cycle : 1

Meeting : 2

Object : Researcher

Time : / 2013

No.	Researcher's Activities	Yes	No	Description
1.	The researcher (TR) opens the class, greets the students and check the students' attendance.			
2.	TR shows a video compilation related to the topic which is going to be discussed.			TR plays the video.
3.	TR presents a model of descriptive text to the students.			
4.	TR helps the students to identify the generic structure and the language features of the descriptive text.			
5.	TR applies cooperative writing technique in the teaching leaning process.			
	a. TR divides the students into groups.			
	b. TR provides time for students to work together.			
	c. TR gives an assignment as a cooperative exercise.			
	d. TR asks the students whether they find difficulties.			
	e. TR asks the students to write a descriptive text individually at first.			
	f. TR asks the studets to combine their individual writing into one document by comparing their individual works.			
	g. TR asks the students to revise and edits their work.			
6.	TR asks the students to submit their group writing and then asks them to exchange their work with another group's work.			
7.	TR checks the students' understanding.			
8.	TR concludes the discussed material with the students, closes the class and leads a prayer.			

OBSERVATION SHEET

Number : Observation sheet 4
 Cycle : 1
 Meeting : 2
 Object : Students
 Time : / 2013

No.	Researcher's Activities	Yes	No	Description
1.	The students pay attention to the teacher and pick a dictionary.			
2.	The students arrange their seat based on the previous group.			
3.	The students do the task in group.			
4.	The students brainstorm their ideas with their own group.			
5.	The students write their draft.			
6.	After exchanging their work, the students correct other group's writing.			
7.	The students submit their review of another group's writing and revise their own writing with their group.			
8.	The students say a prayer.			

No: Observation Sheet 5

Cycle: 1

Meeting: 3

Object: Researcher

Day/ date:

No.	Students' activities	yes	No	Description
1.	The researcher opens the class by greeting the students and checks the students' attendance.			
2.	The researcher shows one of students' descriptive text as the input text.			
3.	The researcher explains that the text will be used as the example text.			
4.	The researcher asks the students to identify the generic structure and language features of descriptive texts.			
5.	The researcher asks the students to submit their final draft before asking them to do another task.			
6.	The researcher asks the students to write another text individually.			
7.	After all activities are done, the researcher closes the lesson.			

No: Observation Sheet 6

Cycle: 1

Meeting: 3

Object: students

Day/ date:

No.	Students' activities	yes	No	Description
1.	The students arrange their seat based on their previous group.			
2.	The students submit other group's writing.			
3.	The students re-write and revise their group writing.			
4.	The students discuss the final draft			
5.	The students write another text individually.			

OBSERVATION SHEET

Number : Observation sheet 7
 Cycle : 2
 Meeting : 4
 Object : Researcher
 Time : / 2013

No.	Researcher's Activities	Yes	No	Description
1.	TR opens the class by greeting and checking students' attendance			
2.	TR shows a video combination related to descriptive text.			TR plays and shows the video with laptop and LCD.
3.	Showing a descriptive text example to the students			TR shows a passage by using LCD.
4.	Asking the students to analyze the features of the text			
5.	Identifying the parts of descriptive text with the students			
6.	Asking the students based on their group			
7.	Attaching a paper which contains a missing words descriptive text			
8.	Providing the students print out of the task			
9.	Asking the students to fill the blank spaces			
10.	Giving worksheet to each group			
11.	Discussing the answer with the students			
12.	Taking notes and observing on stuents' activity			
13.	Checking for stuents' understanding			
14.	Telling the students to prepare for the next step on cooperative writing			Asking the students to make their individual documents into one etc
15.	Closing the lesson			

No: Observation Sheet 8

Cycle: 2

Meeting: 4

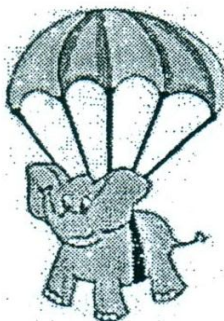
Object: students

Day/ date:

No.	Students' activities	yes	No	Description
1.	The students pay attention to the video.			
2.	The students read the text.			
3.	The students arrange their seat based on the group.			
4.	The students do the task with their group.			
5.	The students do all the activities well.			

StudentS' workS

Name: Dany Amru N.



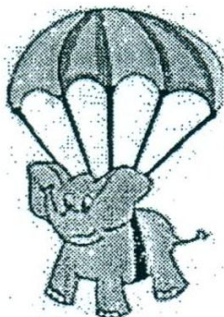
Mesut Ozil



He is Mesut Ozil. He is smart about plays
football. He always reading holy qur'an before
plays football. His body height is 181 cm. He has
black hair. He from German.

Name:

Ghulam Fadil A.

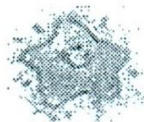
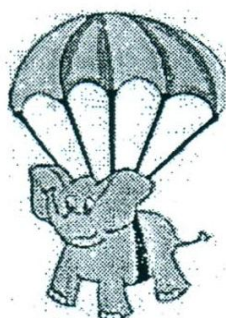


Zidane

This picture is Zidane. He has white skin, pointed nose, thin lips and small chin. He is from France. He is muslim. He is not obedient to islamic rule because marry Christian woman.

Name:

Ghulam Fadil A.



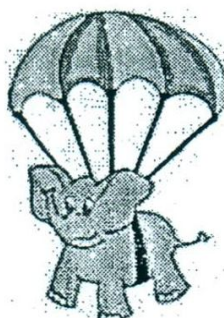
Christiano Ronaldo



My idol Christiano Ronaldo. he is have
dark skin. he is have muscular body. he tall
is 183 cm. he is smart

Name:

Ghulam Fadil A.



Kaka



He is Kaka. He has small chin. He has
pointed Nose. he has white skin He is obedient
to christian rule. His body height is 182 cm.

Group: Galih, Dany A.N., Moch. Wafa A.F.



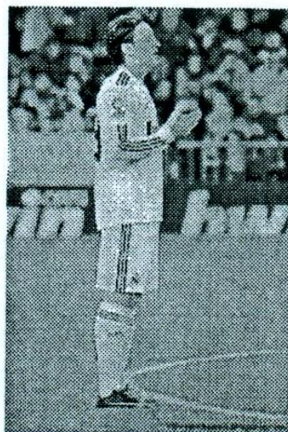
FIREPLACE ROOM



~~In the rooms~~

- this room is big
- in the room there is tree
- there is big television
- there is fireplace
- there are sofa
- there is ~~the~~ big windows
- ~~the~~ Ozil house is two floors

Make a physical description text of this person with 6 sentences (if you know his personality/ the way he behaves, write about it too).



Name: Mesut Ozil
Date of birth: 15 October 1988
Height: 181 cm
Profession: football/ soccer
player
Nationality: German
Religion: Islam

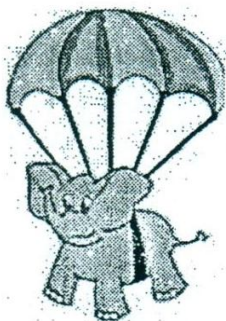
~~mesut ozil~~

- He has short hair
- He has black hair
- ~~his body~~ his body height is 181 cm
- he has small chin
- he always reading holy quran before plays football
- he is smart about plays foot ball

kelompok

- Dany amru n
- M. wafa. A. F
- N. Galih W
- Farhan Ramadhan
- Iymanulhakim

Name: Dony Amru N.

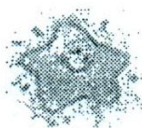
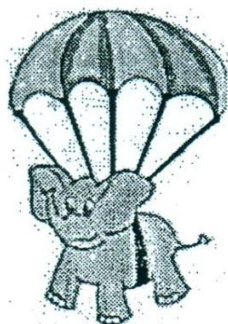


Zidane



That is Zidane. He is bold. He has
pointed nose and thin lips. He has white
skin. He is tall. He looks handsome. He is from
France.

Name: Dany Amru N.



Kaka

Kaka is my favourite football player.

He has short and black hair. Kaka is from
Brazil. He has white skin. He is smart about plays
football.









Letter



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 0484a/UN.34.12/DT/V/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

16 Mei 2013

Kepada Yth.
Kepala SMPIT Abu Kabar Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

USING VIDEOS AND COOPERATIVE LEARNING TECHNIQUE TO IMPROVE WRITING SKILLS ON DESCRIPTIVE TEXTS IN GRADE VII SMPIT ABU KABAR YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013

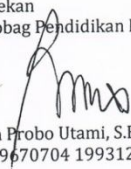
Mahasiswa dimaksud adalah :

Nama : NOVIA NUR IKHLASIA
NIM : 05202241051
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Mei – Juni 2013
Lokasi Penelitian : SMPIT Abu Kabar Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,


Indun Probo Utami, S.E.
NIP 19670704 199312 2 001